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The Implementation and Modification of
Three 4th Grade Social Studies Content Lessons
for English Language Learners and Students with Disabilities

By

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Abstract

The focus of this investigation was to take three general social studies content lessons created for a general education classroom and modify them for the particular needs of students with disabilities and English Language Learners. The classroom utilized for this investigation was a 4th grade dual language (English and Spanish) integrated co-teaching team classroom in an Upper West Side Public School. There were 26 students in the classroom, 8 of which had Individualized Education Programs (IEPs). Lessons from a social studies curriculum were utilized and deconstructed in order to make the social studies content and academic language accessible to ALL learners in the classroom. Pre-teaching vocabulary, the use of visuals and highly structured modified reading texts for the three lessons was beneficial for the initial acquisition of content knowledge and academic language. This paper is a reflection of my own teaching and I am analyzing my own work. The primary focus of this paper is to highlight the modifications created for the diverse group of learners in my classroom.

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I. Rationale

In the current state of standardized testing, content area subjects such as science and social studies are often viewed as less important to teach than English literacy and mathematics. Frequently students are taught social studies from a textbook, thus students are not able to fully conceptualize the time period or the context. In New York City public schools, the urge to standardize the new Common Core Standards (required full implementation by 2014) has had a pronounced effect on schools throughout the city. Principals are required to begin implementing the new Common Core Standards throughout their school community while documenting the necessary changes that need to be made to current curricula. As reading, writing and mathematics become the priority in the classroom, the teaching of social studies content is overshadowed. Due to this lack of emphasis on social studies, teachers are unsure of what content to teach and how to best teach this content when they actually have the opportunity to learn it. Furthermore, if social studies academic content is not being taught than understanding how to best scaffold domain specific academic language will also be a challenge for teachers. For this reason, the implementation of a social studies curriculum in a NYC Public School classroom is necessary for the understanding of how to best teach the content and eventually modify it for a group of linguistically and culturally diverse learners. The motivation behind the implementation of three social studies lessons stems from the need to practically contextualize the social studies content elementary school students learn in the classroom, with a particular focus on 4th grade New York City public school students.

The core educational values and beliefs that guide me as a dual language teacher in a New York City are centered on ensuring that all my students receive access to the

curriculum while achieving multiple levels of understanding. As the general education component in a 4th grade Integrated Co-teaching Team classroom, I teach all major content area subjects. However, what I am finally accepting to be my role is that of a language teacher. For this reason, an investigation into the acquisition of academic language in the content of social studies is key in determining the extent in which a curriculum needs to be modified in order to meet the needs of all students in my current classroom setting with English Language Learners (ELLs), Students With Disabilities (SWDs), and Spanish Language Learners (SLLs). Along side determining the need and extent for modification is investigating which modifications and language supports need to be offered to students to aid in understanding.

The goal of this investigation is to implement three lessons from a Dual Language 4th Grade Social Studies Curriculum titled “Three Worlds Meet” under the framework of Understanding by Design (UbD). According to Wiggins and McTighe (2005), UbD offers a “backwards design” framework that focuses on connecting big ideas, essential and guiding questions and overall assessments. The goal is to make sure students answer the big questions and also achieve understanding of the big ideas and concepts of the 4th grade social studies curriculum. In theory, the curriculum is functional and serves the overall general education population, however, the question of whether or not the entire curriculum meets the needs of ELLs and SWDs needs to be determined. For this reason, piloting three lessons and looking more closely at modifications for concepts, academic language and environment will give some insight into whether or not students are engaged and most importantly understand.

As a teacher, I find that there is a clear correlation between a student's overall understanding of Social Studies content and the teacher's focus on teaching the academic language embedded in the Social Studies content. It is clearly crucial to modify academic language in the content of Social Studies for the success of students in a dual language 4th grade inclusion classroom. From my professional teaching experience, students at this age may start to think critically and develop personal opinions and perspectives about certain topics especially topics of high interest. In order for students to understand the social studies content, they need to develop the academic language and critical thinking skills that will enable them to collectively share their opinions and formulate conclusions about the time period being studied. Thus, the need to develop the context through exposure of academic language via visuals and previewing will allow students to access and attain the academic language in the area of social studies.

The lessons in the social studies curriculum will be anchored around building academic language specifically vocabulary through dialogue/discussions, reading, and visuals. However, due to the time constraints caused by the standardized testing and overall departmental demands of the New York City public school system, I foresee difficulties achieving all learning objectives and depth of content knowledge. Needless to say, the goal of this investigation is not to implement the entire social studies curriculum rather it is to document the required modifications and alterations necessary to make the academic language accessible to all students with a particular focus on ELLs and SWDs. In my personal development from a dual language general education teacher to a dual language special education teacher, I aspire to obtain experience with

implementing such a curriculum while developing teaching strategies and modifications that will be pertinent in any future classroom setting.

II. Description of School Community and School Population

Public School “ED” is located in the Upper West Side of Manhattan and as an approximate 649 students in grades Kindergarten-Fifth. The students are culturally and linguistically diverse and are composed of varied socioeconomic backgrounds and come from various areas of Manhattan and the Bronx.

The philosophy of the school is to be as inclusive as possible. Currently there are approximately 280 students in the school’s Dual Language K-5 classes. There are 101 English Language Learners and 12 students who are former ELLs and still receive ESL support. Also, there are more than 33 students with Individualized Education Programs (IEPs) who are also English Learners throughout the school. There are five bilingual special education teachers in the school building who are either teaching in the English-only program or the upper grades. The dual language program at P.S. 75M is self-contained 50/50 dual language model that switches instruction between Spanish and English on alternate days. Currently, there are two dual language classes on a grade with one dual language ICT class in the 3rd, 4th and 5th grades. In these inclusive settings, the bilingual Special Education teacher team-teaches with the general education bilingual teacher to modify the instruction so that needs of SWDs are met. The benefit of the ICT Dual Language classes is that it allows SWDs to be integrated with other Spanish and English speaking children. Additionally, dual language ICT classes allows and supports students in becoming fluent in two languages while scaffolding the curriculum to meet the particular learning needs of each student.

At P.S. “ED”, teachers meet to plan content area instruction with a clear focus on the individual needs of each student. Teachers are engaged in implementing a theme-

based curriculum that incorporates all major content areas such as language arts, mathematics, social studies, science and art. Since the dual language program is a Spanish/ English 50/50 Dual Language self-contained model, teachers alternate teaching the subject matter in the language of the day. According to Cloud, Genesee, and Hamayan,

“...the best environment for developing oral proficiency in a second language is one in which significant portions of the new language are learned incidentally and in the context of doing something that is inherently meaningful. The best way to create such an environment is to center instruction around interesting and engaging activities, integrating the use of the target language into that activity.”

Through experiential learning students in the elementary classes are engaged and live out the language.

Teachers in the dual language program utilize the Estrellita Program for Spanish phonic development and assessment. Currently the school uses Everyday Math in both Spanish and English for our math curriculum with assessment given in both languages. Rubrics to support Common Core assessments have been developed in both Spanish and English to support the common core units that are currently being implemented (2011-2012).

The ICT Dual language classes on each grade allow P.S. “ED” to serve the Spanish speaking ELL students in an inclusive way that provides the opportunity for children to build from their native language and develop literacy in it, learn English, and support their specific learning needs (Sugarman, 2003). There is much research that supports that children should learn early literacy skills in their native language (Torres-Guzman, 2002; Kleyn 2010). Having ICT childhood classrooms with a dual language teacher and a special education bilingual teacher working collaboratively best supports these students

to meet their highest potential and support their disabilities (Swinney & Velasco, 2011). A dual language inclusion setting will foster the growth of academic language and particularly serve students with language-based learning disabilities. Understanding the needs of students with language disabilities will allow for better and more effective differentiation of academic and language content.

Description of My Class

My 4th grade dual language ICT classroom included an academically, socially, emotionally, linguistically and culturally diverse group of 26 students. Eight students had IEPs, all of which had a range of learning disabilities except for one student who was diagnosed with “high functioning autism” and another student with a language-based learning disability. The rest of the class, that is the other 18 students, also presented a range of academic ability. Some students were reading at a 6th/7th grade level while other students were still reading at a 1st grade level in English. In Spanish, the students also presented the same wide range of academic ability. About 14 students qualified for free lunch while the other 12 students did not. In addition, the class was composed of students who were Spanish native/heritage speakers and Spanish Second Language Learners. Two students also spoke Italian at home. Language dominance also varied. Some students were fully bilingual while others presented a discrepancy between their ability to listen, read, speak and write in one-language verses the other. The students enjoyed many social events and whole-class discussions. Along with the range of academic and language abilities, both students with and without IEPs also presented behavioral difficulties. Needless to say, as large as the class was, the range in academic, emotional and behavioral challenges caused for a very arduous teaching year.

The following individual student descriptions are a range of the academic and social ability of the students. For this reason, building academic language is necessary for the academic success of all students. The students below are described because their work will serve as examples for the three social studies content lessons implemented for this investigation.

Individual Student Descriptions (*Pseudonyms have been used for all names*)

Daniel is a sweet boy who is very popular among his peer group particularly because of his “keen sense” of style. Daniel has an IEP, which stated that he has been diagnosed to be a student with high functioning autism. Throughout his schooling, Daniel presented challenges in the area of social cognition. At the beginning of 4th grade, he would cry when he could not find his folder. In small groups, Daniel often did not make eye contact with other students or even acknowledge the comments of others. Often times, Daniel would abruptly interrupt discussions I was having with my co-teacher or another student. He wouldn’t add on to the discussion topic rather he would impulsively state his idea or opinion on whatever he had in mind at the moment. Although Daniel was a fluent reader he had difficulties making inferences and connections with fictional texts. He would perform much higher on reading assessments when he was been assessed with an informational book. In math, Daniel would compute math facts accurately and with facility but when it came to mathematical multi-step word problems, Daniel would often get loss in the process and could not interpret what the problem was asking.

Emily is a 4th grade student who is representative of the classroom as a whole. She is a heritage Spanish speaker. Her parents moved to New York from the Dominican

Republic. Emily is fully bilingual and bi-literate. She is reading above grade level in both languages. Her parents are very supportive and often times asked me for additional strategies to help Emily at home. Although Emily is above grade level academically, she had many challenges socially and emotionally. Emily was very sensitive and would write notes and letters to other female students expressing how she felt. Often times the letters would be a result of gossip talk that went on during lunchtime and recess. Emily had one best friend in the class name Molly and she felt that another student named Isabella was trying to steal her away. This back and forth of letter writing resulted in separate meetings with parents and the school counselor to try to remediate the conflict. Similar incidents occurred throughout the rest of the year. In addition to social difficulties, Emily often times would arrive at school with a melancholic expression/look. On several occasions, I had discussions with Emily about her home life. She shared that her father lost his job and that it was burdensome for her mother who was working full-time. Emily also shared that her grandmother was very ill and her father was upset about it.

Elizabeth is a 4th grade student who has an IEP, which states she has a learning disability. Her areas of weakness seem to be in organization. Elizabeth is highly intelligent and has great speaking and verbal skills. However, Elizabeth was reading below grade level when she entered the 4th grade. She often reads quickly and as a result skips over words and lines of the text. Her challenge with organization was visible in her physical organization of her books and folders as well as her writing and reading comprehension. Elizabeth would always say, "I lost the book. I can't find it and I need a new one." Elizabeth would like rushing through all her tasks as well. She would immediately start an activity and finish it without checking over it. In the middle of the

school year, my co-teacher and I had a meeting with her parents about possible strategies to help Elizabeth at home and in school.

III. Research on Academic Language

What does the research say about how to make academic language accessible to English Language Learners (ELLs) and Students With Disabilities (SWDs) in a Dual Language Bilingual Inclusion Setting?

In recent years that I have taught in the NYCDOE, the teaching of academic language in NYC Public Schools has been an important topic of many professional development workshops. The focus has seemed to shift to the academic language proficiency of ELLs and SWDs. For this reason, as a dual language special education teacher, it is essential to take into account the individualized needs of each student along with their language needs in both L1 and L2. Since the particular focus is social studies content knowledge, it is necessary to look at how language is used in teaching social studies content. According to Cloud, Genesee and Hamayan (2000), “two major kinds of objectives should guide instruction in the second language in enriched education programs: (1) the use of the second language for everyday social interactions. (2) the language necessary for learning academic knowledge and skills” (p.69). For this reason, looking at how to teach vocabulary and domain specific language is important for the ultimate implementation and success of a Social Studies Content Curriculum.

In a classroom of diverse learners with ELLs and SWDs, the first focus is activating a student’s prior knowledge and/or building background knowledge of the topic. According to Swinney and Velasco (2011), “we need to understand how to frame the new information in relation to what we know, and how it connects with its associations. It is therefore indispensable to ask the students what they know about a topic or a story and, whenever possible, connect the reading to their experiences.” (p. 6).

As a dual language teacher, I need to take into account the cultural, linguistic, and socioeconomic backgrounds of all my students in order to determine what my students know and do not know about a particular topic. In social studies, this is of utmost importance because social studies knowledge can be utilized to understand current events topics. Students can make connections with their own experiences, with other texts, and the world. However, in order for students to make connections they need to possess domain specific vocabulary. According to Swinney and Velasco (2011), “as children are exposed to new ideas, their background knowledge is constantly changing, and their repertoire of words connected to the new learning is growing. The role of vocabulary in learning and in advancing background knowledge is key to understanding” (p. 9). Needless to say, vocabulary needs to be explicitly taught when implementing a social studies content-based curriculum.

The use of visuals is a helpful and effective modification for ELLs and SWDs because it allows for students to conceptualize the word as well as build the necessary background knowledge to be successful. In this social studies curriculum unit, vocabulary words/phrases related to content would be previewed before students begin to read the informational texts. According to Swinney and Velasco (2011),

“...background knowledge is deeply intertwined with vocabulary. We express our knowledge through vocabulary. The most effective way to develop vocabulary is through activating the child’s background knowledge and helping the child make connections to other words through reading experiences” (p. 10).

Students really enjoy social studies because they can relate to it and above all talk about it. In order to help students understand social studies content it is extremely important that students are exposed to the vocabulary terms that will be utilized as well as have the opportunity to discuss these terms. This will allow students to begin to make connections

with the terms and/or build background knowledge. As stated in Swinney and Velasco, this will help the students receive a better understanding and interpretation of the reading text at hand. As a result, selection of vocabulary plays a significant role in the attainment and understanding of social studies content in the 4th grade.

Not only is learning the vocabulary a key aspect of understanding social studies content, it also aids in developing higher order thinking skills for reading eventually transferring to writing comprehension. According to Swinney and Velasco (2011),

“to master academic subjects in school, students need to learn academic language, which Cummins describes as knowledge of the oral and written registers of school. In other words, you need academic language in order to understand and describe the concepts you are learning. Academic language is therefore associated with higher order thinking skills such as describing, explaining, comparing and contrasting, inferring, or evaluating information” (p.29).

In a social studies curriculum unit that covers various historical figures and events, students need to develop a solid understanding of vocabulary along with higher-level skills that will allow them to express their understanding orally and in writing. Thus, teaching social studies is not just selecting the age appropriate content to be taught but it requires much more planning on the part of the teacher. Firstly, the appropriate content needs to be selected along with the age appropriate texts. Secondly, once the teacher has become an expert on the selected content knowledge and texts, the teacher must highlight the key vocabulary words and phrases that will be necessary for the understanding of the content. Thirdly, the teacher must select the specific higher level thinking skills that will be required for the understanding of the content selected. Once the teacher has made it clear to the students how the vocabulary is related to the content, then the skills being taught should be incorporated in the reading and writing tasks associated with the curriculum. According to Harvey and Goudvis (2007), “when kids read and understand

nonfiction, they build background knowledge for the topic and acquire knowledge. The ability to identify essential ideas and salient information is a prerequisite to developing insight” (p.156). In all, this is the core of making sure students understand. This means that students gain perspective and become flexible thinkers. No longer is the knowledge acquired rigid rather students have understood the concepts and are able to apply the knowledge across disciplines.

Making academic language assessable to ELLs and SWDs requires a thorough understanding of the content knowledge being taught, domain specific vocabulary selection and overall focus on higher level thinking skills. Once a teacher has selected the above, then follows planning for the necessary modifications to help all learners be successful. Gunning (2010) explains, “these students require a deliberate and systematic introduction to the academic language needed to complete the kinds of discussion, reading, and writing tasks required of them” (p.328). For this reason, routines are necessary and common structures for introducing vocabulary need to be in place in order for SWDs to begin to build the academic language. Along with these systemic structures, incorporating graphic organizers will help students organize their ideas. Gunning (2010) states, “because they are visual and less dependent on language, graphic organizers are especially effective when used with, and by, struggling readers and writers and English Language Learners” (p. 426). Along with scaffolding vocabulary with the use of visuals and pre-teaching, SWDs and ELLs will benefit from utilizing graphic organizers to guide them in organizing their ideas, which will enable these students to participate in discussing and writing their ideas.

In conclusion, in order to make academic language accessible to ELLs and SWDs, it is necessary to develop deliberate and systematic structures in the classroom. Students need to be familiar with the structures (routines, rules, graphic organizers) in order to have the opportunity to understand the material taught. Furthermore, teachers need to be experts in the content in order to be able to select the appropriate vocabulary. Teachers will then eventually highlight the necessary higher thinking skills students will need to master the content and eventually reach understanding.

For Lessons A, B, and C I will introduce the lesson objectives and purpose. I will connect the objectives of each lesson with the Common Core State Standards. I will include a detailed description of each lesson and an explanation of where each lesson fits on the social studies curriculum map for the unit. In addition, I will include a bulleted list of each lesson's materials and assessments and a description of modifications made for each lesson. The sections will conclude with examples of each modification and examples of student work. I will reflect on the implementation of the lesson in the classroom focusing on the effectiveness of the modification(s) on student engagement and understanding. I will end with my hypotheses' and future next steps.

In addition, all three lessons will require the students to read informational texts and to take notes on each of the informational texts. Since all three lessons cover content that the students are not familiar with or have no prior knowledge of, it is necessary for students to read first in order to acquire some background knowledge from the readings and the discussions of the readings. The reading of informational texts is found in each of the three lessons in order to build consistency with the strategies being taught.

IV. Lesson A: Description and Modifications

Detailed description of Lesson A

Lesson A is focused on the time period in which the Dutch Colonists begin to settle in the area now known as New York. The time period is the 1600s and Lesson A occurs during the middle of the social studies curriculum unit titled "Three Worlds Meet." In this unit, 4th grade students learn about the first explorers and focus in on Henry Hudson. In addition, students learn about the interactions between the Native

Americans and the explorers in particular the interaction between Peter Minuet and the Lenni Lenape tribe.

At this point in the Curriculum Unit Map, students should understand that the Dutch West India Company created a settlement and named it New Netherland with the center being New Amsterdam. Also, students should understand that there is a transition of power as the Native Americans are being slowly pushed west while Dutch New Amsterdam begins to grow. In Lesson A, students will examine the growth of New Amsterdam as new settlers come to New Amsterdam seeking religious freedom and a better life.

According to the Common Core State Standards for reading of informational texts, 4th grade students should do the following:

- **RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

The expectations for 4th grade students set by the Common Core State Standards (CCSS), include linguistic demands that forces teachers to guide students in examining details as they read while encouraging them to make connections and explain the information acquired to demonstrate deep understanding. Due to the new linguistic demands placed on 4th grade students, I am obligated as a teacher to differentiate instruction and modify curriculum so that students are able to meet the standards. In Lesson A, I was able to take the CCSS and use them to determine the activities that would help my students meet

the social studies content goal that is required of 4th graders. Overall, in order for my students to meet the CCSS and the content goal for Lesson A, I planned activities that required my students to read, write and discuss their ideas. The three activities for Lesson A satisfied the standards and the content goal objective. However, there is some evidence of student assessment of understanding and flexibility with the knowledge.

Below is the social studies curriculum map created for the “Three Worlds Meet” unit. There are 20 goals in the unit, each of which may take more than one teaching period to accomplish. The three lesson goals were taken from the map below. Highlighted in yellow is goal #10 for Lesson A.

Social Studies Curriculum Unit Map
4th grade

<u>1</u> Introduction of Unit -finding an alternate route to the cafeteria.	<u>2</u> Introduce exploration. Reasons for European exploration of the Western Hemisphere. -Christopher Columbus -Faster route to China	<u>3</u> The reasons why Henry Hudson explored and who sent him -Sent by the Dutch -Finding a better route to China	<u>4</u> Henry Hudson and his 4 voyages	<u>5</u> 12 years after Hudson...Introduce Dutch West India Company (its establishment) and their wants How Henry Hudson opened the way for the Dutch
<u>6</u> New Netherland is established and reasons why Dutch settled	<u>7</u> Role-Playing of fair/unfair (teacher takes something valuable from someone else)	<u>8</u> Purchase of Mannahatta (apply role playing) -Why did Peter Minuet “buy” Mannahatta? (needs and wants-- economic) -New Amsterdam is established.	<u>9</u> Profile of Lenape - How their lives changed (cause and effect). What happens when diverse groups of people meet? -struggle for power/control	<u>10</u> Growth of New Amsterdam -How did the Dutch develop the land?

<p><u>11</u> Peter Stuyvesant</p> <ul style="list-style-type: none"> • who he was and why he was selected by the Dutch West India Company 	<p><u>12</u> Daily Life in New Amsterdam</p> <ul style="list-style-type: none"> • Schools • Food • Shelter • Jobs 	<p><u>13</u> Changes to New Amsterdam</p> <p>Fire department, etc...</p>	<p><u>14</u> Stuyvesant's relationship with the people</p> <ol style="list-style-type: none"> 1. The Jews 2. The Quakers <p>The slaves Slavery in New Amsterdam with Dutch West India Company</p>	<p><u>15</u> Did Stuyvesant have a positive or negative effect on the city of New Amsterdam?</p> <ol style="list-style-type: none"> 1. debate 2. persuasive writing
<p><u>16</u> Why were the British in New Amsterdam?</p> <ul style="list-style-type: none"> -The British citizens wanted to escape war and religious persecution -The British had possession of parts of the same area/land 	<p><u>17</u> Why were there conflicts between the Dutch and the British in New Amsterdam</p> <ul style="list-style-type: none"> -Three Anglo-Dutch Wars -The British wanted the land and so Charles II annexed New Netherland as a British province and it became New York. 	<p><u>18</u> Why did the Dutch and Peter Stuyvesant give up New Amsterdam?</p> <ul style="list-style-type: none"> -Was this right/fair? 	<p><u>19</u> What were the differences between Dutch and British Rule? How did the area of New Amsterdam change?</p> <ul style="list-style-type: none"> -More trade and so the British made more of a profit -More structure and organization of the city -slaves now had no freedom 	<p><u>20</u> At whose expense did the British thrive?</p> <p>Dutch Slaves Natives</p> <p>(Although New York grew and prospered many slaves and natives had no freedom).</p>

Lesson A Layout:

For Lesson A the goal is to examine the population growth of New Amsterdam as well as the reasons why there was an increase of European settlers in the early 1600s. In

particular, students will examine the growth of New Amsterdam's population in respect to the origins of the settlers who came to New Amsterdam and why they came to New Amsterdam. Students will conclude that New Amsterdam grew as a result of the increased need for labor and workers for the land. Also, students should conclude that New Amsterdam became a diverse area where many settlers sought religious freedom and better economic opportunities.

Goal of lesson A (Content Goal):

Students will examine the how and why there was an increase in the number of European Settlers. Students will learn that these new settlers helped New Amsterdam grow into a bigger settlement.

Lesson A will also focus on speaking and listening standards from the 4th Grade Common Core State Standards. According to the Speaking and Listening standards students should, "Engage effectively in a range of collaborative discussions with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly." This is particularly essential for the growth and development of understanding in a classroom of diverse learners because it requires students to discuss what they have understood as the teacher guides students in making connections and synthesizing the information. In the discussion, I expect to gauge which students reached a level of understanding of the material. I will know if students have understood the content knowledge if:

1. Students are able to build upon their peers ideas in the oral discussion
2. Students are able to make world-to-world connections
3. Students are able to draw conclusions and make inferences based upon their historical information they are learning

Speaking and Listening Goal for Lesson A

Students will come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

The purpose of the lesson is to demonstrate “why” it is important for this particular group of students to learn and understand the content. In Lesson A, the main purpose of the lesson is to begin to build background knowledge of the time period. Since it is a transitional period in history where the students shift from learning about explorers to the reasons for settling a land, typical 4th grade students have close to no prior knowledge of the time period; students need to learn the motivations behind the migration of people. Students will be able to make personal connections and apply their own understanding of “being new” to a new area. The purpose will also be the same for all groups of students regardless of modifications and grouping.

Purpose of Lesson A:

New Amsterdam prospered and attracted new settlers from all over Europe. I want students to understand that New Amsterdam began to grow and attract many new residents. In order to achieve this level of understanding, students need to acquire content knowledge of the time period. For this reason, students will jot down at least ten new facts from the article and answer 3 discussion questions. Students will also be asked to write a journal entry in the perspective of a new settler coming to New Amsterdam. This is important because I want to begin to develop the concept of “perspective” in my classroom of students. The journal entry activity will be completed after the whole class discussion. In order to meet the goal of the lesson, it is going to take at least 3 teaching sessions.

For Lesson A, the list of materials/resources is necessary for the successful completion of the lesson. Students will have access to an article titled “The Dutch Colonists” that will give them a brief introduction to the arrival of Dutch settlers such as patroons and indentured servants. The text has not been modified for SWDs and ELLs but visual representations of vocabulary words were created to help students conceptualize the social studies content vocabulary. The visuals create a “scene” or a “situation” whereas students can interpret the meaning of the vocabulary word/phrase by

interpreting the illustrated caricature scene. After previewing the vocabulary, taking notes and answering the discussions questions students have a whole class discussion. During the whole class discussion, the teacher will guide students to make connections and synthesize the facts they have learned.

Along with the visual representations of the vocabulary words/phrases, included is a modified graphic organizer that will help students plan out their journal entry in the perspective of a new settler to New Amsterdam. The graphic organizer will specifically aid those students who have challenges with organization and memory. With the question prompts, students will be able to determine what information to write in the beginning, middle and end of their journal entry.

Materials/Resources for Lesson A:

- “The Dutch Colonists” article (*We will read this article to provide an overview of the arrival of new European settlers in New Amsterdam*). *Figure 1.1*
- Worksheet with a list of the following 3 discussion questions:
 - What did the Dutch West India Company want? Why?
 - Why did the Dutch West India Company need to look outside of the Netherlands for colonists?
 - Why were patroons needed?
- Students will be presented with visual models of academic vocabulary:
 - Indentured servant
 - Slave
 - Colonist
 - Colony
 - Governor
 - Patroons
 - Taverns
- Modified graphic organizer with language prompts to help students plan their journal entry (modification for SWDs). This was an addition to the original lesson.

CHAPTER 4

The Dutch Colonists

The Native Americans and the Europeans had very different ideas about owning land. Native Americans believed that the land belonged to everyone. Any person or group was free to hunt, farm, or settle on the land. But the Dutch wanted to claim the land for themselves. They called their **colony** New Netherland. It included all of present-day New York City and Long Island.

The First Colonists

A Dutch company was formed to handle the booming fur trade in New Netherland. It was called the Dutch West India Company. The company needed people in the colony to trade for furs and ship them back to the Netherlands. But most Dutch people did not want to leave their country. So, the company looked outside the Netherlands for **colonists**.

WORDS TO LEARN

colony - a territory located far from the country that has control over it

colonist - a person or group who settles in a colony

governor - a person who controls a town or colony

indentured servant - a person bound by contract to work for another for a fixed period of time

rebels - people who want to overthrow the government

slave - a human being owned as property by another person, usually for life, and forced to work for that person

tavern - an inn or meeting place



In neighboring Belgium there was a group of people called Walloons. They were treated badly because of their religion. The Walloons were glad to come to New Netherland. Some Dutch and English came as well. From the start, the colony was a mixture of different people, languages, religions, and cultures. One visitor counted people of "eighteen different languages."

The first colonists brought everything they needed with them: household goods, furniture, clothing, plants, seeds, and even animals. Those first ships brought cows, horses, pigs, goats, chickens—the whole barnyard! Suppose you were going to live forever in a new unsettled land. What would you take with you? Why?



The Dutch built tall fences, called palisades, to protect their city.

New Amsterdam as it looked about 1650.



Figure 1.1-Article "The Dutch Colonists" Page 31

The assessment portion of Lesson A was primarily focused on the discussion students would have after completing the activities. Although the students would be writing their responses on an activity sheet, I expect for students to use their notes and their responses to the worksheet to engage in a conversation while in the meeting area. I expect for my students to make connections with the needs and wants of the settlers and colonists. My highest academic achieving students will be able to conclude that the Dutch West India Company wanted money and power while the settlers and indentured servants wanted a better life. The article and the additional resources will provide enough background knowledge for my students to make this connection. I want to develop oral language discussions on the topics we are studying because I want students to begin to employ the new academic language and social studies content vocabulary in their discussions. I want students to begin to make connections and ask questions about what they are learning. This seems only possible when students are actively engaged in the vocabulary and better yet have a conceptual understanding of the word/term or phrase.

I expect students to utilize dialogue and action to portray the life a new settler coming to New Amsterdam. Students should be able to describe and explain feelings and reactions. I expect my highest writer to be able to incorporate facts and knowledge that they have learned from our study of New Netherland into their journal entry. Students will be able to utilize academic vocabulary. I anticipate students will utilize their graphic organizers and include their ideas in their draft of the journal entry.

Assessment:

Students will be able to discuss the article in a whole class discussion focusing on the following questions:

- I. **What did the Dutch West India Company want? Why?**
- II. **Why did the Dutch West India Company need to look outside of the Netherlands for settlers?**

III. Why did the settlers come to New Netherland? How were they treated?

Students will be able to plan out their journal entry using a graphic organizer. Students will have guiding questions that will allow them to think about why a person will leave their country for New Netherland and how these individuals might have felt. Students will be able to develop a deeper understanding of the time period and the overall effects of moving to New Netherland.

Modifications for Lesson A

Since it is new content knowledge, students need to build conceptual understanding of the time period. In a classroom of diverse learners with 8 students identified as SWDs, it is crucial to modify the curriculum so that ALL students have access. Lesson A included reading, writing and speaking components. Lesson A was modified for concepts, academic language, and for specific SWDs particularly in the areas of materials, classroom environment and student demands.

Modifications of Concepts

In the general education 4th grade classroom, students begin to understand the concept of time and place. Students were presented with a visual timeline (Figure 1.1a) so that they begin to conceptualize the time period and understand that Dutch Colony of New Netherland was approximately 400 years ago. This modification was necessary because students need to visualize the lapses in time and the differences between certain events in history. For example, the difference in time between the arrival of Christopher Columbus in 1492 and Henry Hudson in 1609 was very confusing for my general education students. One student asked, “Ms.Peralta, did Henry Hudson live during the same time as Christopher Columbus?” After exposing my students to the knowledge, I realized through this misunderstanding that students need general modifications because students may not be developmentally ready to grasp these bigger ideas. Along with the time line, included is the article the students utilized which contains a vocabulary word

bank to help students identify the terms they will encounter in the text. **Below you will find a photograph of the time line in Figures 1.1a.**

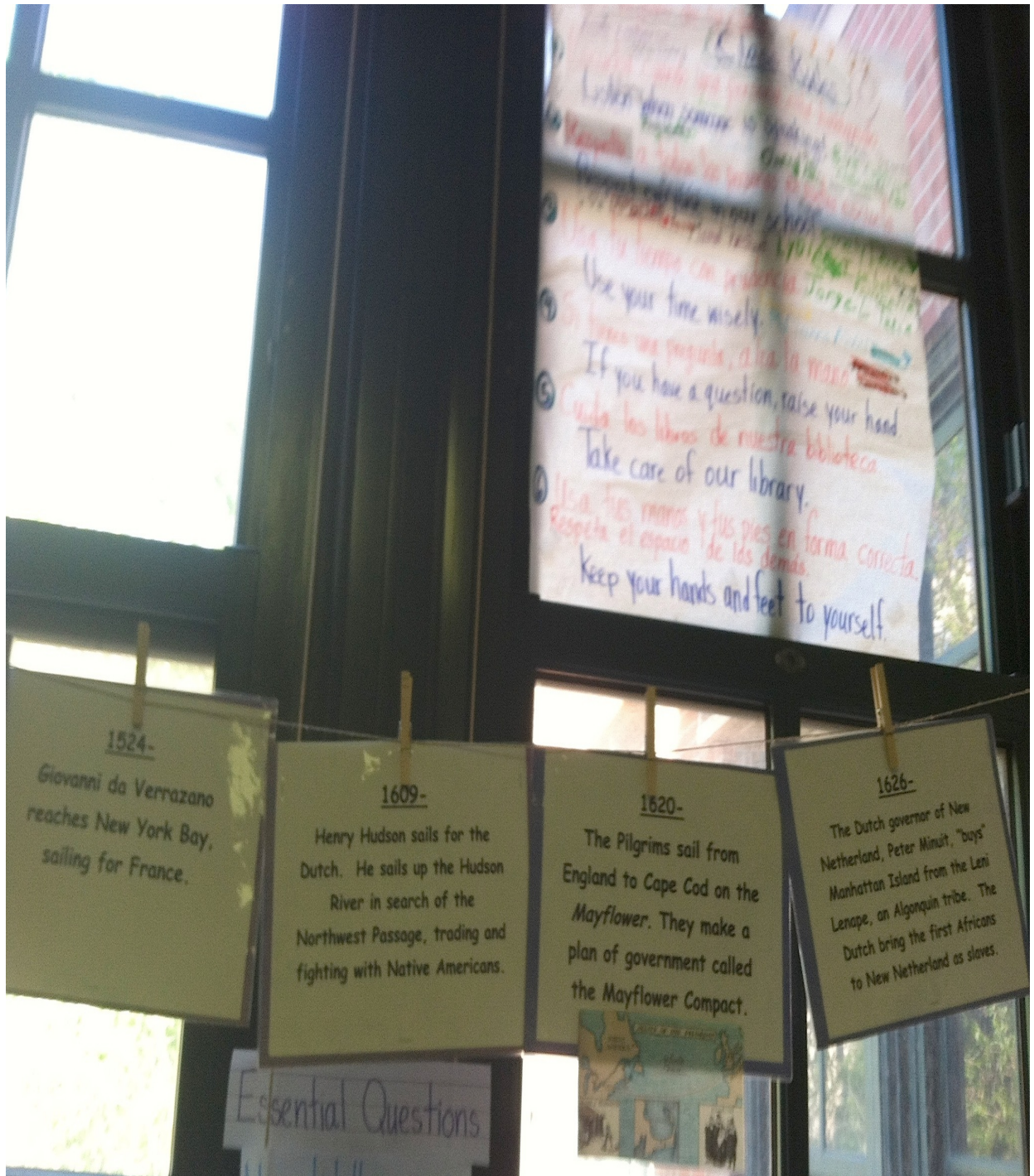


Figure 1.1a-Social Studies Timeline

Modifications of Academic Language

Since the classroom is a dual language inclusion (ICT) classroom and has a range of student academic proficiency levels, many students have little to no prior knowledge of the academic social studies vocabulary. In order to serve the entire community of diverse learners, social studies content vocabulary was strategically selected and pre-taught before the students began reading the article “The Dutch Colonists” (Figure 1.1). Students were asked what they already knew about the term and then they were presented with a visual representation of the word and occasionally a scenario. Discussions about the vocabulary followed and students were able to react and personally connect with the vocabulary. This modification was necessary because in order to meet the needs of students who learn best when information is visually presented. In addition, this modification helped scaffold the CCSS demands for determining meaning of domain-specific vocabulary words. **Below in figure 1.2 you will find the vocabulary words/phrases and their visuals.**



Figure 1.2a- Visual for the term “governor.”

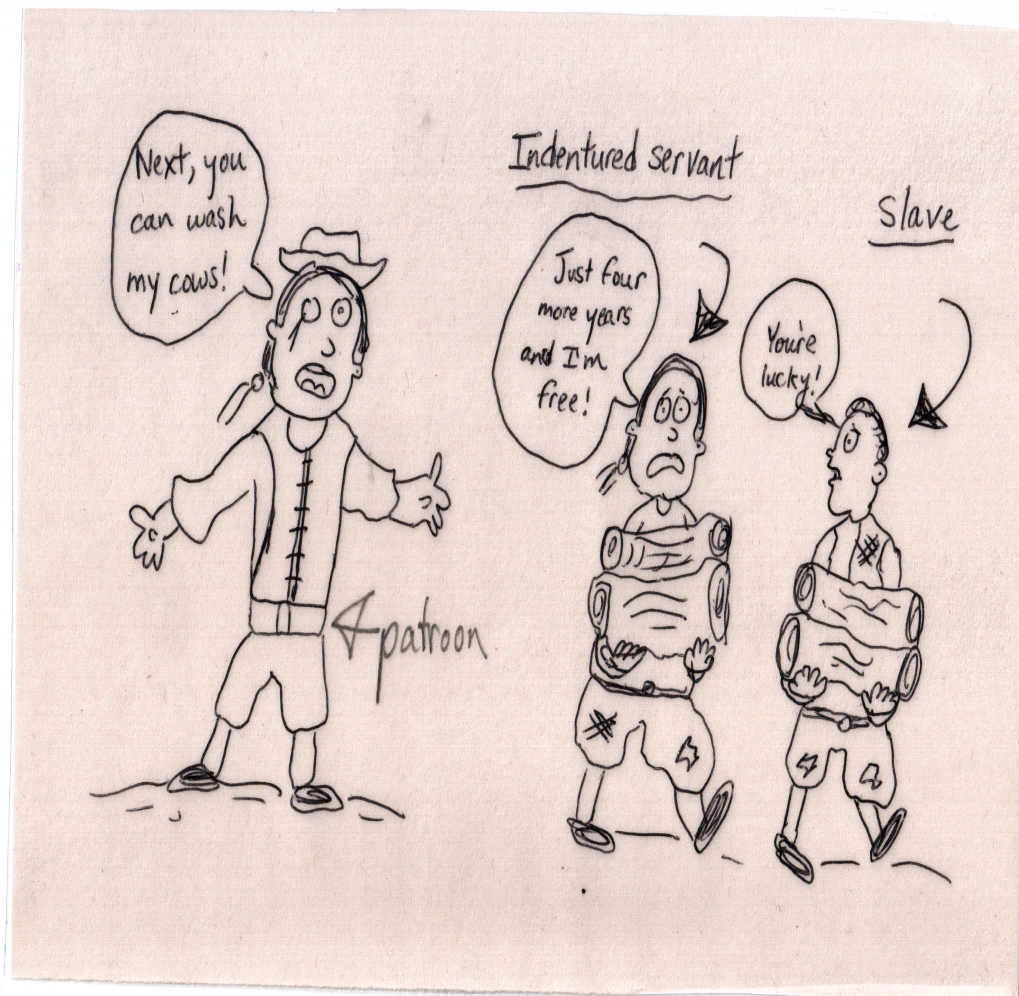


Figure 1.2b- Visuals for the terms “slave” and “indentured servant.”

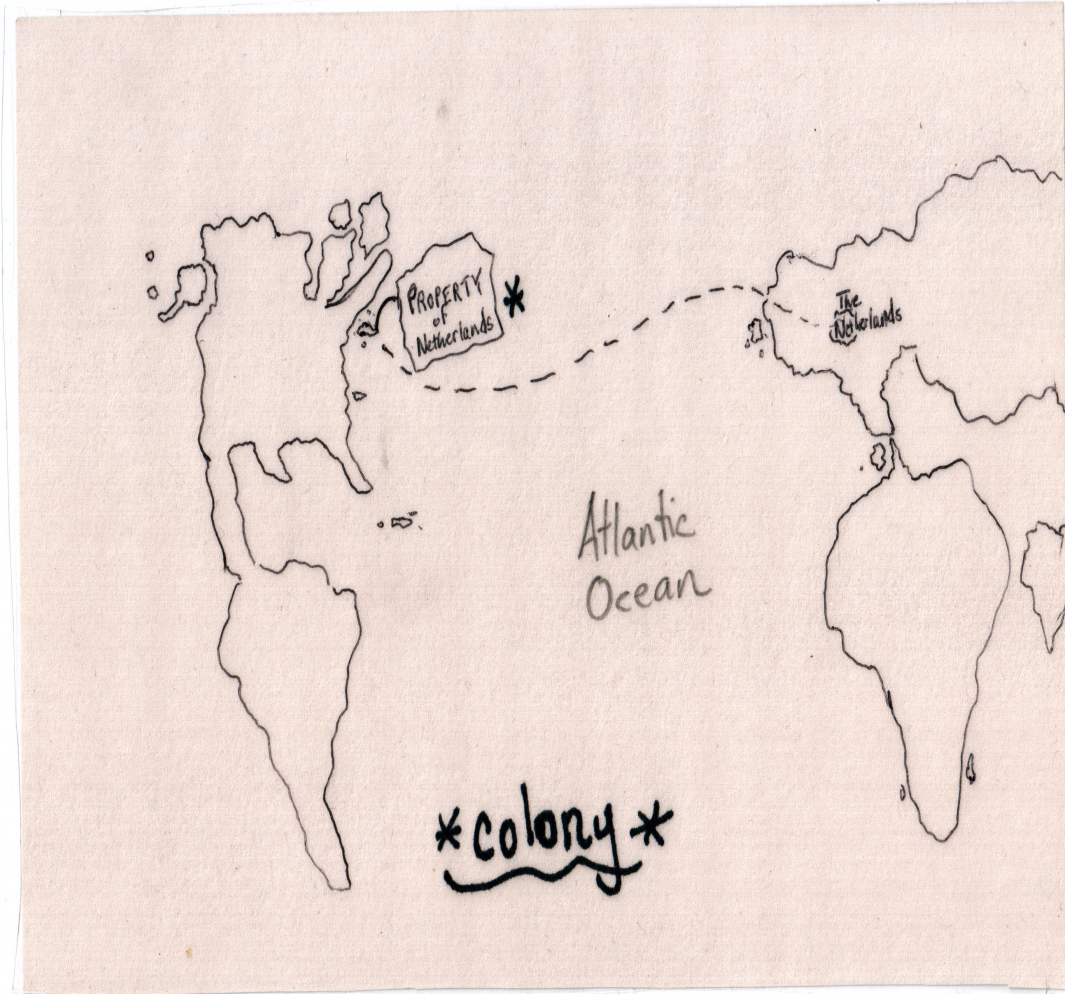


Figure 1.2c- Visual for the term “colony.”

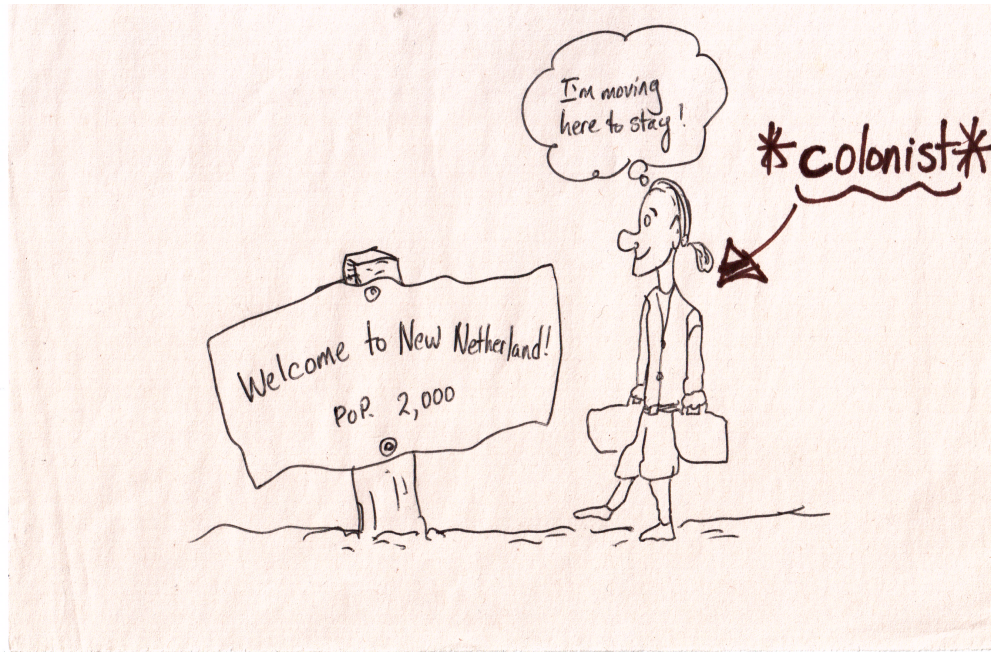


Figure 1.2d- Visual for the term "colonist."



Figure 1.2e- Visual for the term “tavern.”

Modifications of materials, environment, and demands for SWDs

With 8 students with IEPs that have a range of strengths and struggles, the lesson was modified in order to serve the individual learning needs of each student. In Lesson A, students were required to read the article “The Dutch Colonists” (Figure 1.1) and to take notes. Students were given clear and concise directions and concrete examples of how to organize and take notes. Students were asked to label their notebooks with a heading that included their name, class, date, and school. Along with the heading, students were asked to list facts they found interesting or thought were important to remember. The objective was for students to read the article and to jot down facts that would help them contribute to a teacher led discussion. Below are some examples of how students organized their notebooks as well as how they took notes. There are some

similarities on how students took notes illustrating how students can ALL meet the goals and expectations of a lesson. This modification was necessary because many students need visual representation of the task procedure along with organizational strategies. Also, in order to meet the CCSS demands for referring to details and explaining their inferences, students need to have clear and organized notes in order for them to utilize them in an explanation. **Below in figure 1.3 is an example of a student's notes.**

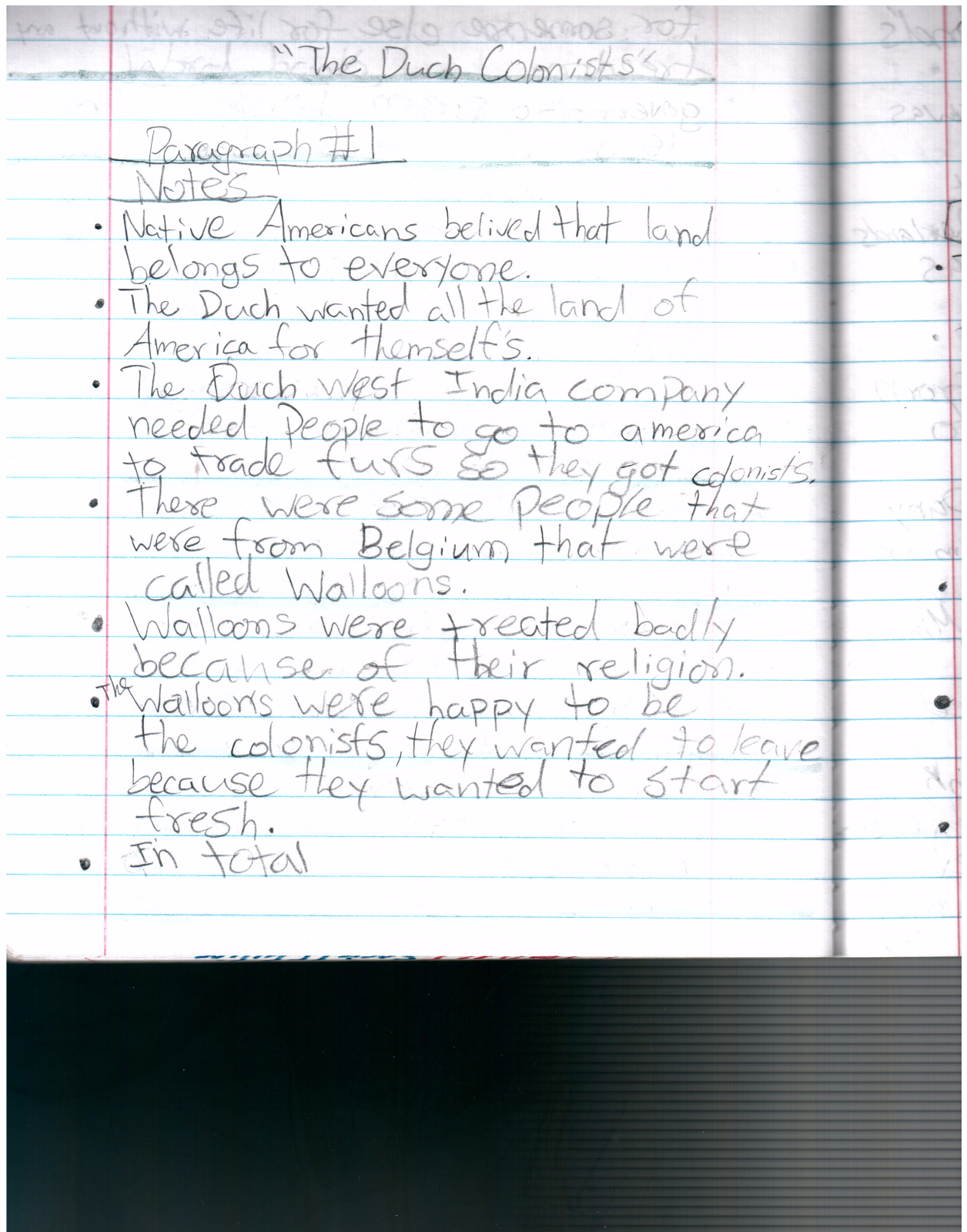


Figure 1.3-Note-taking

The students were able to organize their notebooks in with a heading, title of article and a bulleted list of important facts/details from the article (Figure 1.3). Along with modifications to the materials, students were allowed more time to complete the tasks. Aside from note taking, students were asked to respond to 3 discussion questions in writing as well as write a journal entry from the perspective of a new settler. Students were all given access to a graphic organizer that would help them plan out and organize their ideas for the journal entry. With the help and structure of the discussion questions, students were able to use their notes and information from the article to form responses. Students were also able to make connections with the information and their own personal lives and/or prior knowledge. **Below in figures 1.4 and 1.5 are examples of student use of graphic organizer and journal entry.**

Write out your journal entry! Respond to the following questions to help you draft your journal entry

Imagine you are a European Immigrant leaving their country for New Amsterdam...

New Settler



<p>Draw a picture of yourself:</p> 	<p>Who are You? (My name is...)</p> <p><i>My name is Cole and I am a 9 year old boy. I have a mom, a dad and a brother. My father is a rich person and a padre</i></p>
<p>Where are you from? What language do you speak? (I am from... I speak...)</p> <p><i>I am from Italy. I speak Italian and English.</i></p> <p>Color in your country's flag:</p> 	<p>Why are you coming to New Amsterdam? (I am coming to New Amsterdam because...)</p> <p><i>I am coming to New Amsterdam because my dad wants to be part of his company so he want have to go back and forth. He gets tired of it.</i></p>

Figure 1.4a- Former ELL plans and organizes journal entry for Lesson A

..... questions to help you draft your journal entry

Imagine you are a European Immigrant leaving their country for New Amsterdam...

What are you leaving behind in your old country? (I am leaving behind...because...)

I am leaving behind my house, chairs, bookshelves, and my garden because there is a bunch of houses in New Amsterdam. I can build one, there's also chairs, bookshelves and I can make a new garden.

What will you bring with you to New Amsterdam?

(I will bring with me...because... I will also bring...because...)

I will bring with me weapons and medical equipment because I might get hurt and I need weapons to hunt for animals. I will also bring extra clothes to wear, my bed and tools because I need something to sleep on and I need tools like a compass, maps, shovel, saw, nails, pins, hammer.

Figure 1.4b- Former ELL plans and organizes journal entry for Lesson A

3. Write a journal entry from the perspective of a new settler who is leaving their country for New Amsterdam.

I finished another busy day today getting ready for New Amsterdam. I have several more things to do tomorrow. There are many people I want to say goodbye to my cousins, my teachers, my family, my friends, my brother, my family, my tutor, my neighbors and everyone else I know.

I'm feeling many different emotions all at once. I'm scared, shy, nervous and excited.

I hope to get a better life, a better home, and I want to see a lot of new things. I want to test myself in the new environment and see if I have the skills and the strength to survive in the wilderness.

Figure 1.5: Former ELL writes first draft of journal entry for Lesson A

Included in the graphic organizers (Figure 1.4) are written directions and sentence starters to aid students with language processing problems. In addition, the use of a graphic organizer provided a structured format for students who struggle with organization. Figure 1.5 illustrates how the former ELL student was able to incorporate his ideas from the graphic organizer in a narrative form. The graphic organizer was beneficial and helped the student organize his ideas in order to write in a narrative form.

Reflection

What actually took place?

I began the lesson with a preview of the vocabulary words listed above in Figure 1.2. Students were instructed to look at the images and caricature scenes for each vocabulary word. Students were asked, “What is happening in the photograph?” In our whole class discussion, several students participated as they shared their ideas about what was happening in each vocabulary picture card. Many students seemed excited as they laughed at the “cartoon-like images.” Overall, the majority of the students were engaged and able to share their thoughts with a partner about the images. Students were engaged because they were all able to discuss the meaning of the social studies term in the visual and caricature dialogue bubbles even though they did not have prior knowledge of the word. Although many students did not have prior knowledge of the term, the visuals gave the students a basis for the conversation and insight into the meaning. The previewing of vocabulary terms took approximately 15 minutes. I believe this was successful because students were all given equal opportunity to share their thoughts. Instead of asking for the meaning of a word, students were engaged in a discussion about an image/scene that did not require any prior knowledge of the social studies term. In addition, this

component of the lesson was successful because students were exposed to key vocabulary words that would reappear across the article and the entire unit.

After students were exposed to the vocabulary words, students began to read the article titled “The Dutch Colonists” (Figure 1.1) from their independent seats. Some students sat in separate locations to accommodate their specific needs. Students were instructed to jot down “interesting facts” or “important facts.” Students were not taught how to determine importance in an informational article rather the activity was more focused on students’ personal interest. The objective was to read the article and to find the previewed vocabulary terms in context. Figure 1.3 illustrates notes taken by a general education 4th grade student. All students were able to jot down their “interesting facts” in their social studies notebook. In the 30 minutes allotted, some students were able to read through the entire article and jot down several notes while other students took down fewer notes. While students read the article, many students shared what they were learning. Many students asked, “Where is Belgium?” “Who were the Walloons?”

Although the article was only about 3 paragraphs long, I knew students were engaged because they asked questions about the material. One student made a connection between the previous content taught. The student stated, “The Native Americans didn’t know they were selling the land to Peter Minuet.” This statement was in reference to the following: “Native American believed that the land belonged to everyone. Any person or group was free to hunt, farm, or settle on the land.” I believe the article was accessible to all students in the class because they were exposed to the vocabulary words beforehand. In addition, the reading level of the article was adequate

for the majority of the class. For homework, students were asked to answer discussion questions based on the article.

The following day I assessed student homework. My co-teacher and I gauged that many students did not answer the following prompt: “Write a journal entry from the perspective of a new settler who is leaving their country for New Amsterdam.” I realized that many students did not understand what this looked like and so my co-teacher and I decided to create a graphic organizer that would help the students scaffold their journal entry. Figure 1.5 illustrates an example of this graphic organizer. After students were given the graphic organizer, they all broke off into partnerships and small groups to discuss their character. Many students were engaged because they were able to create an imaginative character based on historical information. I know the students were engaged because many students held discussions about their “settler” and engaged in sharing their ideas about coming to New Amsterdam. Figure 1.6 demonstrates an example of a student’s journal entry and his incorporation of historical facts. This was a very successful activity because students were invested in creating their journal entry after I gave them a graphic organizer and modeled an example.

Hypothesis and Questions

- Many students were engaged because they were invested in the content. The content was new and interesting.
- Students were engaged because content was modified and vocabulary was reviewed. In Social Studies, academic content vocabulary needs to be previewed and reviewed before students work independently.
- Students needed graphic organizers to help them create a journal entry.
- SWDs were engaged because the article was accessible and they were given visuals to interpret the vocabulary. ELLs also benefitted from the modifications.

- The discussion about the vocabulary words also helped students make connections between the content and prior knowledge.
- What other assessments can I give my students to assure that they have learned and understood the vocabulary besides oral recounting?

Next Steps

- It would be beneficial for students to discuss their ideas or facts along the way before having to jot down notes.
- Perhaps giving the students a more structured way to take notes and determine important facts. This way students will not just rephrase everything rather think about what's important and why.

V. Lesson B: Description and Modifications

Detailed description of Lesson B

Lesson B will follow the goal objectives for lesson A. Lesson B will ideally be taught immediately following the completion of the activities in Lesson A. The focus of Lesson B is for students to understand the need for good and effective governors in a growing colony like New Netherland. Previously, the students would have learned that many new settlers came to New Amsterdam seeking religious freedom and better economic opportunities. At this point in the curriculum map, students should understand that this increase of settlers resulted in the increase of New Amsterdam's population. In addition, students should understand that a governing force is necessary in order to maintain order and hierarchy. Students will know that Peter Minuet was New Netherland's first governor. Students will also know that the Dutch West India Company hired the governors and fired them when the selected governor was not making a profit.

In Lesson B, students will identify and explain who were the four governors (Minuit, Van Twiller, Kieft, and Stuyvesant) of New Netherland and their overall effect on the colony. Through Lesson B, students will understand that the want for increased profits led to the hiring and firing of many of New Netherland's governors. Although students will not learn about every single governor of New Netherland, they will study four key governors whom were significant in the growth and development of the colony. Lastly, students will learn about Peter Stuyvesant as a key figure in New York History and as the last governor of Dutch New Netherland before the British take over of New York.

According to the Common Core State Standards (CCSS) for reading of

informational texts, 4h grade students should do the following:

- **RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

As stated previously, the expectations for 4th grade students set by the Common Core State Standards, include linguistic demands that forces teachers to guide students in examining details as they read while encouraging them to make connections and explain the information acquired to demonstrate deep understanding. Similar to Lesson A, it is important that I differentiate instruction and modify curriculum so that students are able to meet the standards. In Lesson B, I was able to take the CCSS and use them to determine the activities that would help my students meet the social studies content goal that is required of 4th graders. Overall, in order for my students to meet the CCSS and the content goal for Lesson B, I planned activities that required my students to read, write and discuss their ideas. Because the historical context is abstract and the identification of several New Netherland governors across decades is complicated to understand, I decided to take information from several informational texts on New Netherland and extract the most important facts. I used these facts to create a modified document that gave ALL my students access to information about the 4 governors in one single document. Due to the time constraints and the group of diverse learners in the classroom, it was impossible to have my students read various informational sources and collect information about the four key New Netherland governors. Needless to say, previewing the information for appropriateness in content and language allowed me to hone in on the relevant

information my students needed to know and understand. In this way, I was able to develop and create a modified and simplified text. The two activities for Lesson B satisfied the standards and the content goal objective. However, there is some evidence of student assessment of understanding and flexibility with the knowledge.

Below is the social studies curriculum map created for the “Three Worlds Meet” unit. Highlighted in yellow is goal #11 for Lesson B.

Social Studies Curriculum Unit Map

4th grade

<u>1</u> Introduction of Unit -finding an alternate route to the cafeteria.	<u>2</u> Introduce exploration. Reasons for European exploration of the Western Hemisphere. -Christopher Columbus -Faster route to China	<u>3</u> The reasons why Henry Hudson explored and who sent him -Sent by the Dutch -Finding a better route to China	<u>4</u> Henry Hudson and his 4 voyages	<u>5</u> 12 years after Hudson...Introduce Dutch West India Company (its establishment) and their wants How Henry Hudson opened the way for the Dutch
<u>6</u> New Netherland is established and reasons why Dutch settled	<u>7</u> Role-Playing of fair/unfair (teacher takes something valuable from someone else)	<u>8</u> Purchase of Mannahatta (apply role playing) -Why did Peter Minuet “buy” Mannahatta? (needs and wants-- economic) -New Amsterdam is established.	<u>9</u> Profile of Lenape - How their lives changed (cause and effect). What happens when diverse groups of people meet? -struggle for power/control	<u>10</u> Growth of New Amsterdam -How did the Dutch develop the land?
<u>11</u> Peter Stuyvesant • who he was and why he was selected by the Dutch West India Company	<u>12</u> Daily Life in New Amsterdam • Schools • Food • Shelter • Jobs	<u>13</u> Changes to New Amsterdam Fire department, etc...	<u>14</u> Stuyvesant’s relationship with the people 3. The Jews 4. The Quaker	<u>15</u> Did Stuyvesant have a positive or negative effect on the city of New Amsterdam? 3. debate 4. persuasiv

			s The slaves Slavery in New Amsterdam with Dutch West India Company	e writing
16 Why were the British in New Amsterdam? -The British citizens wanted to escape war and religious persecution -The British had possession of parts of the same area/land	17 Why were there conflicts between the Dutch and the British in New Amsterdam -Three Anglo-Dutch Wars -The British wanted the land and so Charles II annexed New Netherland as a British province and it became New York.	18 Why did the Dutch and Peter Stuyvesant give up New Amsterdam? -Was this right/fair?	19 What were the differences between Dutch and British Rule? How did the area of New Amsterdam change? -More trade and so the British made more of a profit -More structure and organization of the city -slaves now had no freedom	20 At whose expense did the British thrive? Dutch Slaves Natives (Although New York grew and prospered many slaves and natives had no freedom).

Lesson B Layout

According to the NYS Scope and Sequence for 4th grade, students need to understand that key people in early New York City development such as Peter Minuet and Peter Stuyvesant were influential leaders who both had positive and negative effects on the growth and development of New Amsterdam. Before students begin to examine daily life in New Amsterdam it is imperative that they have content knowledge of the colony's leadership. Due to the lack of concise and truncated information on the governors of New Netherland, I created a modified text that included information from various nonfiction social studies texts and formed one document.

I expect that students' identification and explanation of these key figures will help them begin to see the cause and effect of colonization as well as the importance of strong leadership for the ultimate success and growth of New Netherland/New Amsterdam.

Content Goal of Lesson B: Students will identify the four governors (Minuit, Van Twiller, Kieft, and Stuyvesant) of New Netherland and explain their overall effect and influence on the colony.

Along with the Content knowledge Goal is the need for all students to meet the Common Core State Standards for Reading Informational Texts. According to CCSS, students must determine the key ideas and details from informational texts. Not only is teaching the content knowledge an important aspect of teaching in an inclusion classroom, but making sure the students are able to use the text as a resource becomes an indicator of flexible understanding.

In this lesson's activity, I expect my students to paraphrase the information from the "New Netherland Governors" article by taking notes in their social studies notebooks. In addition, I expect my students to utilize a graphic organizer to aid them in determining the important details from the article. In order to speak persuasively about a topic,

students must comprehend and understand the content as well as “how” to identify and explain. Students will be expected to write the main idea of each section/paragraph.

Common Core Standards for Lesson B

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

In this curriculum unit on Dutch New Amsterdam, students will be asked to choose from the groups of people that lived in New Amsterdam. For example, students will choose from the Jewish Settlers, African Slaves, Indentured Servants, Quakers, and the Natives. In order for students to be successful in this study, as a teacher I need to build background knowledge on the time period seeing that all groups are in New Amsterdam due to varying reasons. For this reason, the purpose of the lesson is to help students build background knowledge on the leadership of the colony. Once students understand the leadership, they will also come to understand the relationship between the people and the colony and the interactions among the people and the governing officials.

Purpose: Understanding who were the four governors of New Netherland presents 4 different perspectives on historic events and how these individuals were deeply motivated by their needs and wants. Students need to understand who each governor was and why he was chosen as governor of New Netherland.

The materials/resources include a modified article about the Governors of New Netherland. The information about the governors of New Netherland was found in various leveled informational texts. Because there were so many texts with limited information about the governors. For this reason, I decided to take the most important and relevant information and include it in one document with visuals (Figure 2.1). Also, included are visual representations of the vocabulary where some of the images are actual scenarios students can interpret. These vocabulary words will be pre-taught before the

students are exposed to the article. Students will be expected to engage in discussions about the words/phrases. In addition, students will be asked to take notes on a graphic organizer where they will begin to jot down their connections and/or ideas to the information they have recorded.

Materials/Resources:

- “The Governors of New Netherland” article (we will read this article to provide an overview of the 4 governors and their effect on the colony of New Netherland) Figure 2.1.
- Students will be presented with visual models of academic vocabulary (Figures 2.2):
 - Taverns
 - Bouweries
 - Unruly
 - Hogs
 - Retaliated
 - Massacre
 - Peace treaty
 - Profit
 - Intolerant
- Two-Column graphic organizer to help students list their important information/facts and make connections.

I expect *ALL* students to write down information and make connections to the information. Although some students’ connections may be more relevant and deeper than other, I expect ALL learners in my classroom to understand the information and be able to synthesize. After taking all these notes, I expect for my students to share their ideas about the information; to share facts but to also draw conclusions and make connections.

Assessment:

- Students will read the article “The Governors of New Netherland” and write down the important information. Students will then ask themselves, “*What does this make me think? Why other information does this remind me of?*”
- After taking notes, students will share their important information and begin to discuss their connections.
 - *This makes me think...*

- *This reminds me of...*
- *This is...because...*

Modifications for Lesson B

Lesson B required students to read and determine important details and facts from the modified teacher created article (Figure 2.1). In addition, students were asked to synthesize the information they learned through note taking and draw their own conclusions and ideas based on the historical information. For a classroom of diverse learners, this required scaffolding and modification of the content.

Modification of Concepts

Since this lesson required students to read an article about four New Netherland Governors, students were required to pull from their prior knowledge of governor/leader discussed in the previous article, to understand the concept of leadership. In order for students to access the content, I utilized information from various social studies informational texts and combined all the relevant information into one document, which I titled “The Governors of New Netherland” (Figure 2.1). This modification is necessary because the students need help bridging the bigger universal ideas of leadership and colonization. I believe my students were unable to do this due to the lack of time in our schedule to go into a more in depth research of the four governors. Furthermore, I needed to cover with my students the essential main ideas of governing of these four historical figures. For this reason, creating a modified text that will cover main historical concepts while using language that is accessible to ALL learners in the classroom was necessary to ensure the successful completion of the content goals and standards. The information in the modified text below was extracted from various social studies texts.

The modified text allowed for students to have information on this topic in one single source as opposed to having my students research various sources.

Below you will find the modified article with student marks/remarks in Figure 2.1.

The Governors of New Netherland

Page 1

In 1625, the Dutch colonists built Fort Amsterdam and began laying out a town in Manhattan Island. They named the town New Amsterdam after the city of Amsterdam in The Netherlands. It eventually grew into New York City.



Another group of colonists sent by the Dutch West India Company arrived in New Amsterdam in May of 1626. The handful of people who had already settled in New Amsterdam excitedly greeted the newcomers, who included the colony's new governor, **Peter Minuit**. Before doing anything else, Minuit met with the Lenni Lenape who were in the area and offered to buy Manhattan Island from them. The tribe accepted cloth, knives, beads, and trinkets worth about sixty Dutch guilders (about \$24) for Manhattan Island. The Lenni Lenape believed the land belonged to everyone. But the Dutch wanted to claim the land and "own" it.



Soon after the purchase of Manhattan, Minuit began building the city of New Amsterdam, which would become the most important area of New Netherland. The year New Amsterdam was founded thirty houses were built, as well as a church, city hall, and taverns. The West India Company also instructed that several farms or *bouwerries* should be created. Soon, the settlers built homes and began to form a community.

Figure 2.1-Modified Text Created by Teacher with Student Writing (page 1)

Page 2

However, a few short years later, some colonists began returning to The Netherlands, finding the life of a settler too difficult. The Dutch West India Company had trouble increasing the numbers of settlers. Concerned about the lack of settlers, the board of the Dutch West India Company blamed Minuit and fired him in 1631. Furious, Minuit would later lead a group of Swedes to America and found New Sweden.



Wouter van Twiller replaced Minuit. However, Van Twiller was not prepared to be a leader, much less governor of New Netherland. Instead, he was described as a drunk with poor judgment. Under Van Twiller, New Amsterdam became more unruly. Fights were common in taverns and breweries. New Netherland needed a strong leader, and Van Twiller wasn't it. So after a few years, the company fired van Twiller in 1637 and sent another man named **Willem Kieft** to take his place.

Now, New Netherland was in desperate need of funds. Kieft thought he could raise money by taxing the Indians for services colonists provided. Although the settlers tried to tell Kieft that this was a bad idea, he refused to listen. When the tribes did not pay the tax, Kieft began punishing them for incidents that had previously been ignored. When hogs were stolen from a farm on Staten Island, he blamed some Indians and had them killed. Other members of the tribe retaliated by burning down the farm and killing farm hands. Kieft then began setting tribes against one another. When a young Wickquasgeck Indian avenged the murder of his family, Kieft waged war on the entire tribe. Soldiers massacred a village. Tribes turned around and destroyed Dutch homes. It was terrible!

Page 3

**BLOODY DEATHS LEAD TO PEACE****WILLEM KIEFT**

After several years of sporadic fighting, Kieft was ordered to arrange for a peace treaty. When the fighting finally ended in 1645, more than 500 Indians had died at the hands of Kieft's troops. The company did not like anything that hurt profits and risked the future of New Netherland. Kieft had violated the company motto, "Tis better to rule by love and friendship than by force." The company ordered Kieft to return to Holland.

The Dutch West Indian Company feared its colony had been ruined. The company knew that it had to select someone with the right combination of strength and courage to take over New Netherland. It chose **Peter Stuyvesant**.

**Figure 2.1-Modified Text Created by Teacher with Student Writing (page 3)**

Page 4

When Stuyvesant arrived in New Netherland in 1647, he found the colony in shambles. The streets were filled with garbage. Fences were falling down and pigs, chickens, cows, and geese roamed everywhere. The town's 700 or so people were crammed into 120 dilapidated houses. Stuyvesant decided to take drastic action to save the colony and quickly set up strict, new rules for everyone. Throwing garbage in the streets was outlawed. Animals were no longer allowed to run free through the town. For breaking the law, citizens were either fined or placed in wooden stocks as punishment. Stuyvesant even created the colony's first police force and fire crews.



Figure 2.1-Modified Text Created by Teacher with Student Writing (page 4)

Modification of Academic Language

The words selected for lesson all are embedded in the modified article. The words are domain specific words and are associated with the historical time period. Since most of the words are nouns, creating a visual allows for students to interpret the meaning of the word in context. The words that are adjectives/verbs were written in scenarios that students are able to discuss and explain what is happening in the drawing.

This modification is necessary because the majority of the students in the classroom do not have prior or background knowledge of the terms. In addition, the students need to build some background knowledge of the terminology before reading the article in the lesson. Offering students a visual and the term will help students begin to make connections with previous content knowledge. In the same way, students will begin to make connections and associations with the terms before beginning to read the article. **Below in figure 2.2 you will find the vocabulary words/phrases and their visuals.**

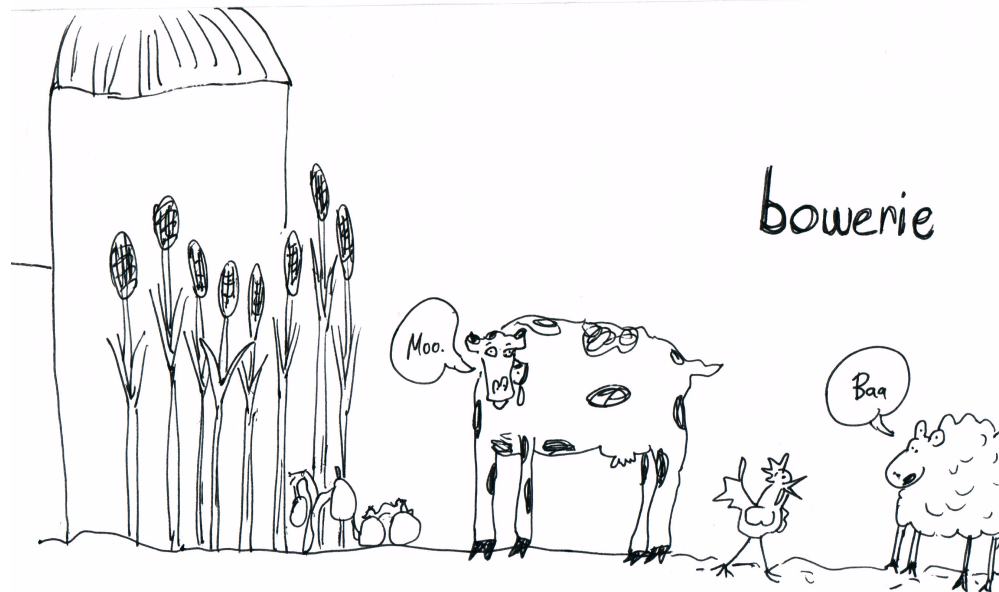


Figure 2.2a-Visual for the term “bouwerries”



Figure 2.2b-Visual for the term “peace treaty” and “massacre.”

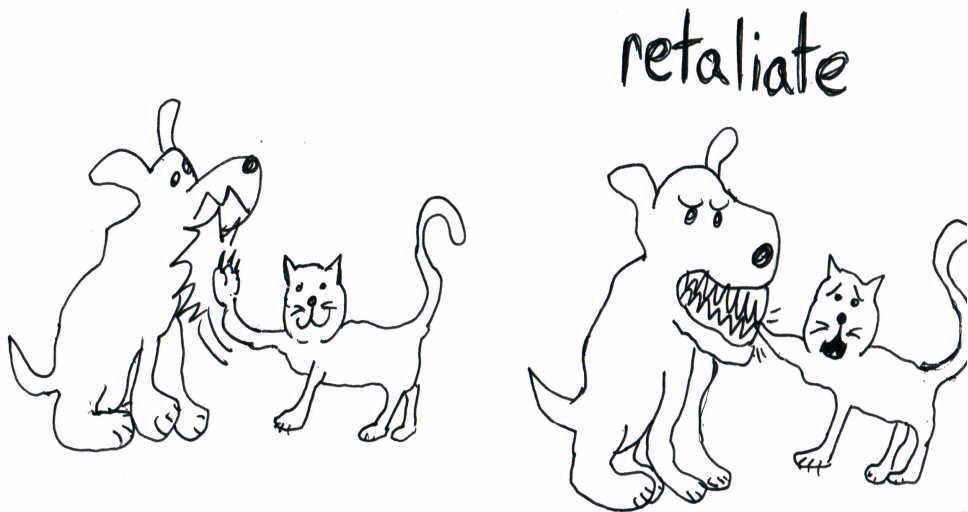


Figure 2.2c-Visual for the term “profit” and “retaliate.”

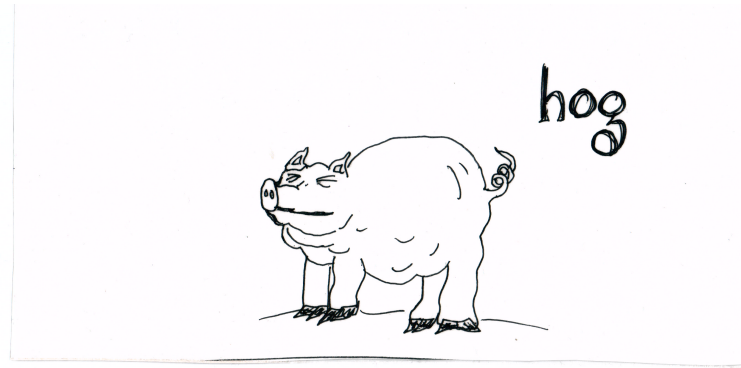


Figure 2.2d-Visual for the term “hog.”



Figure 2.2e-Visual for the term “tavern.”



Figure 2.2f-Visual for the term “unruly.”

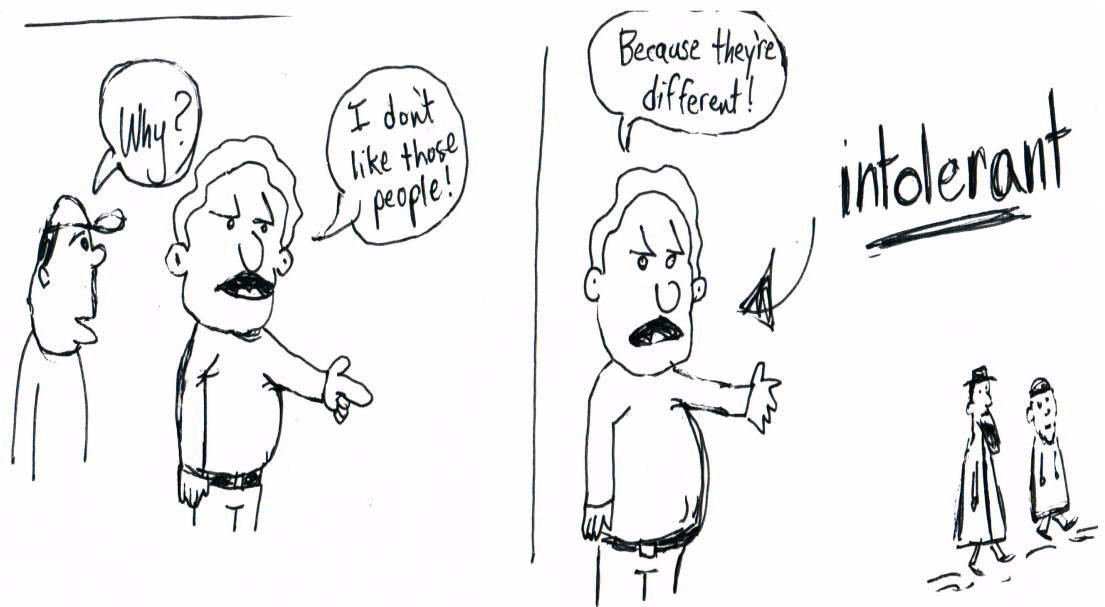


Figure 2.2g-Visual for the term "intolerant."

Modifications of materials, environment, and demands for SWDs

Since Lesson B requires students to read an informational article (figure 2.1) and take notes, students will be provided with a graphic organizer that will allow them to write relevant information in one column and in the second column make connections to the facts by recording their comments, ideas, or questions. Similar to Lesson A, students will take notes on interesting and important facts in their social studies notebooks. There wasn't a specific note taking strategy taught. The focus of the lesson was to help students acquire knowledge of the four governors and to obtain a deeper understanding of the time period by making connections. In order to help students make connections with the content, students were asked to utilize a graphic organizer. **Below in figures 2.3 are examples of students' notes and use of graphic organizers from three different types of students.**

- The Dutch West India Company arrived in New Netherlands in May, 1624.
- New Netherlands New Governor was Peter Minuit.
- Some years later, some colonist began returning to the Netherlands because they had hard times as a Settlers.
- The Dutch West India had trouble finding other people from the Netherlands to come to New Netherlands.
- The Dutch West India company blamed Minuit and fired him in 1631.
- Wouter Van Twiller replaced Minuit as governor.
- Van Twiller was not prepared to be a leader or a governor.
- He was described as a drunk and with a poor judgement person.
- Van Twiller as governor, New Netherlands became more unruly.

Figure 2.3a-General Education-Heritage Language Speaker of Spanish

This student was able to highlight key dates and names to record in her social studies notebook. I did not specifically give the students a note taking strategy. I asked them to jot down notes that they thought were interesting and/or important.

Reading Strategies: Determining Importance and Making Connections

Title of text: The Governors of New Netherland Page(s): 3-4

<u>Important information/facts</u>	<u>What does this make me think?</u> (write comments, ideas or questions)
• The Dutch west India Company made Heift sign a peace treaty with the Indians. ①	• The relationship between the two groups must have been pretty bad if they had to sign a peace treaty. ①
• Heift betrayed the company's motto: "It's better to rule by love and friendship than force." ②	• I am guessing that that is another reason why the company fired Heift. ②
• The fighting ended in 1615. ③	• That must have been a coup of years of war. ③
• Heift betrayed the company's motto: "It's better to rule by love and friendship than force." ④	• I am guessing that that is another reason why the company fired Heift. ④
• The company ordered Heift to go back to Holland. ⑤	No comment for #5
• The company knew that I had to pick a person with a good amount of strength and courage to rule New Netherland. It chose Peter Stuyvesant. ⑥	Good thinking Dutch west India Company! (U)

Figure 2.3a-General Education-Heritage Language Speaker of Spanish

The work from this general education student in figure 2.3a demonstrates how the graphic organizer helped this student make relevant connections. As seen in the students' notebook, students do not typically make these connections in their own notes unless specifically prompted to do so. For this reason, the use of the graphic organizer was a modification that helped scaffold the content and ultimately help the student be more independent.

Reading Strategies: Determining Importance and Making Connections

Title of text: The governors of New Netherland Page(s): 3-4

<u>Important information/facts</u>	<u>What does this make me think?</u> (write comments, ideas or questions)
1. The dutch west india company made Kieft sign a peace treaty with the indians.	★ The relationship between the indians and the dutch must have been bad.
2. The dutch west india company chose a new governor Peter stuyvesant.	Who did you find Peter stuyvesant?
3. Kieft was ordered to return back to Holland.	Kieft deserved it because he killed more than 600 native americans.
4. Peter stuyvesant arrived in New Netherland in 1647	When did he die?
5. More five hundred people died	They shouldn't have killed the native americans

Figure 2.3b-SWD and ELL

This student named "Josh" used the graphic organizer to help him conceptualize how to make connections with the content knowledge. This figure illustrates the model example 1

utilized to teach the strategy of “making connections” and “asking questions.” As seen above, the modification was helpful because the student was able to generate his own ideas and make his own connections.

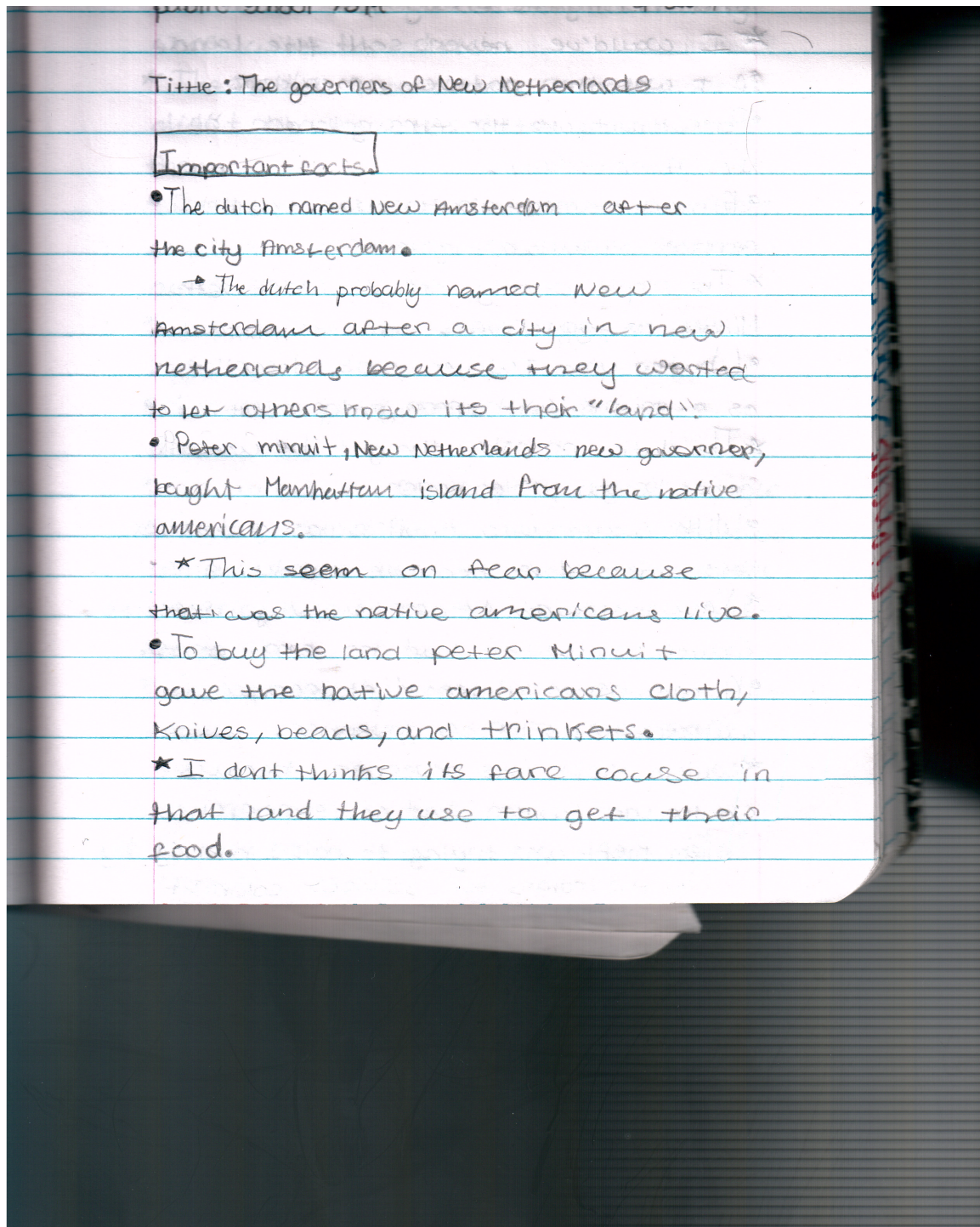


Figure 2.3b-SWD and ELL

Here, “Josh” is able to extend what he was doing in the graphic organizer to his social studies notebook. The graphic organizer was a helpful first step. In the figure above, we

see that “Josh” is independently using the strategy in his notebook. He even employs the use of a “star” to delineate that it is his idea/connection. This strategy and organizational technique was modeled.

As seen in figure 2.3b, the student was able to write relevant facts and information. However, the student appears to struggle making relevant connections with the information cited. This is a typical struggle for students with learning disabilities in the classroom. Unlike the student in figure 2.3a, this student requires additional scaffolds in order to grasp the abstract concept of making connections.

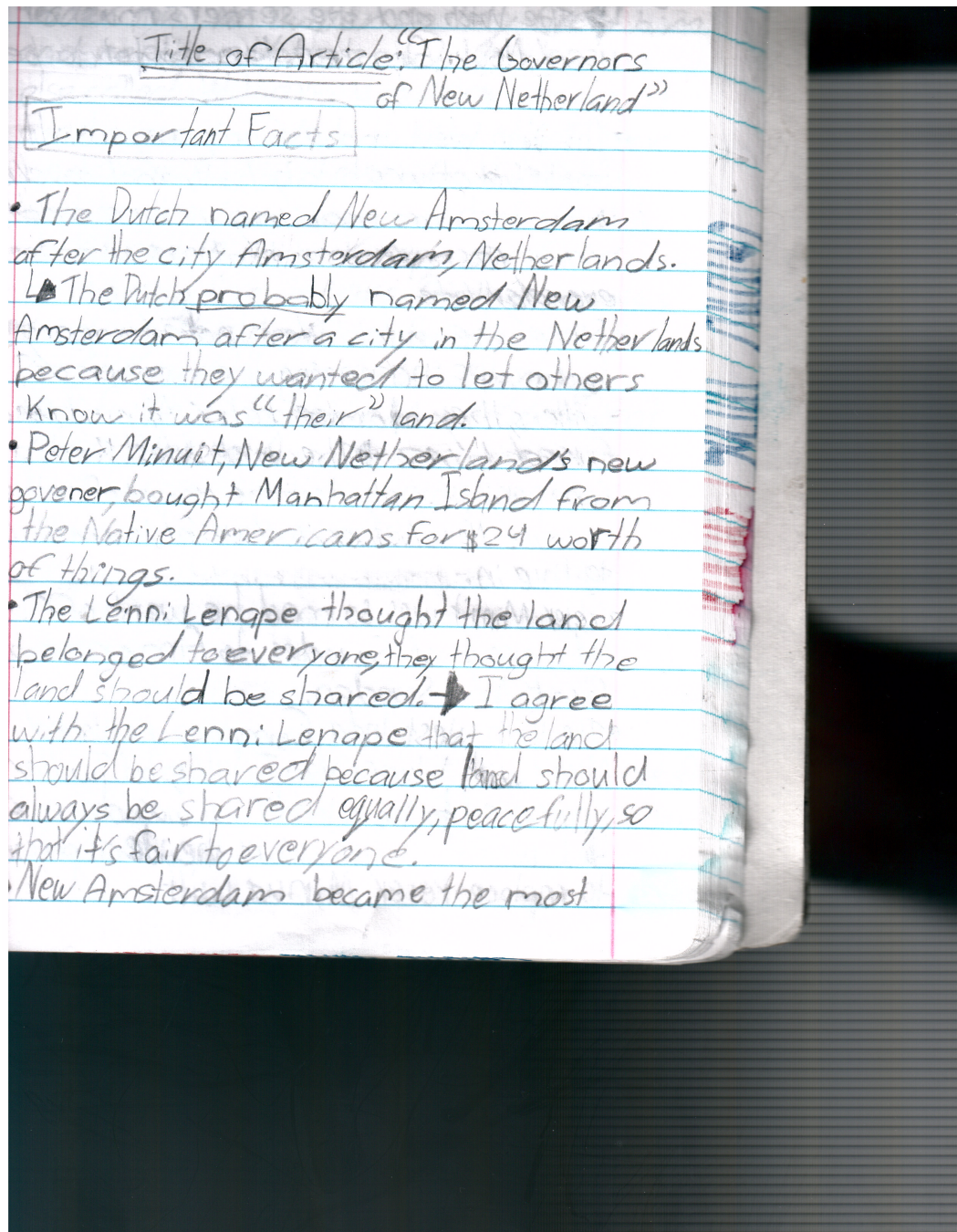


Figure 2.3c-General Education Student and English Dominant Speaker

This general education student named "Nick" was able to also take the modeled strategy and make his own connections to the content knowledge. Instead of using a start to delineate his connection, this student utilizes an "arrow."

Reading Strategies: Determining Importance and Making Connections

Title of text: The Governors of New Netherland Page(s): 3 to 4

<u>Important information/facts</u>	<u>What does this make me think?</u> (write comments, ideas or questions)
The Dutch West India Company made Kieft sign a peace treaty with the <u>Indians</u> .	★ The <u>relationship</u> between the <u>Indians</u> and the Dutch must have been <u>bad</u> . <u>Algonquins</u>
More than 500 <u>Algonquins</u> got killed by Kieft's soldiers.	★ Kieft's soldiers must have been more powerful than the <u>Algonquins</u> .
The Dutch West India Company wanted a governor strong enough and <u>courageous</u> so they chose Stuyvesant.	★ Stuyvesant must have been the right one for the job to be both powerful and have courage.
When Stuyvesant arrived at New Netherland he found in desperate need: animals running around, 500 people squished in 120 houses, fences falling over and garbage all over.	★ New Netherland must of really, really needed a good governor for once.

Figure 2.3c-General Education Student and English Dominant Speaker

"Nick" was able to paraphrase while making connections in his note taking. In addition, this student is able to draw conclusions based on the information provided. Also, as seen above, Nick was able to utilize this graphic organizer for independently take notes. This demonstrates that the modification was helpful for ALL learners.

Reflection

What actually took place?

I began the lesson with a preview of the vocabulary words/terms in Figures 2.2. Since I saw that this teaching technique was constructive in Lesson A, I decided to utilize the same technique for Lesson B. Students were receptive and participated as I asked questions about the terms. I knew students were engaged because the majority of the class had hands up and were interested. Whether students understood the meaning of each term was difficult to gauge. The terms “unruly,” “intolerant,” “profit” and “retaliate” seemed to be new terms for all the students in the classroom. Even students in the general education population that I assumed had been exposed to these terms, had difficulties interpreting the meaning. In particular, the word “profit” was difficult to conceptualize because students had not utilized this term before—even my high level students. The scenario with the t-shirt helped students understand the meaning of the word. The scenario with the caricatures helped my students engage in a discussion about the term. One student was able to make a personal connection and stated, “It’s like when we have a bake sale to earn money for something. Maybe we sell the cookies to be more expensive than what we made them for.” Overall, this activity helped me realize that my students needed much more time using the domain specific vocabulary words before beginning the reading activity. In addition, more discussion of the terms would have been beneficial in ensuring their understanding.

After students were exposed to the vocabulary words, students began to read the article titled “The Governors of New Netherland” (Figure 2.1) from their independent seats. Students were asked to take notes on any interesting facts that they thought were important enough to write in their notebooks. For example, Figure 2.3a illustrates the

notes taken by a heritage language general education student. The student understood that the names of the governors and what they did to get “hired” or “fired” was relevant to the article and to the transition of power that it was describing. Figure 2.3b from a student with a learning disability who is also an ELL illustrate the notes he took indicated by “bullets” and the connections he was making with the content knowledge indicated by his use of a “star.” This particular student writes his ideas about whether or not the interaction between Peter Minuet, the Dutch settler, and the Native Americans was fair. I believe this SWD understood the activity and the expectations for acquiring the note taking skills. Similarly, the general education student in Figure 2.3c also decides to include his own ideas and connections with the content knowledge. This is delineated by his use of an “arrow” to demonstrate his thinking. The student in Figure 2.3c “agrees” with the way of life of the Lenni Lenape illustrating how he can take time specific content and extract the bigger universal concepts of “equality, peace and fairness.” Reflecting on the length of the article, I believe that the article was too long to cover and read during a class period and for this reason students needed to complete the article activity for homework.

The following day after the first exposure to the article “The Governors of New Netherland,” students were asked to reread their notes with a partner at their table and to select specific content knowledge that they can write in a graphic organizer and then ask themselves, “what does this make me think?” I modeled the first example with the classroom during a mini-lesson. Students then practiced with another example. The general education population of the class was able to work independently, however, the SWDs had difficulties deriving their connections. The special education teacher in the

classroom was able to pull a small group of students to reteach the strategy and to also revisit the content of the article.

Figures 2.3a, 2.3b, and 2.3c are examples of the graphic organizer used for Lesson B. All three students were able to follow instructions and make connections with the content knowledge but their connections lacked relevance. I mean that some of the questions that were asked or comments that were made were not an extension of the knowledge or a synthesis rather a mere reiteration of the knowledge or the idea explored. For example, one student wrote the following content knowledge fact, “Peter Stuyvesant arrived in New Netherland in 1647” and this student’s question was “When did he die?” Since it was the first time introducing this reading strategy and graphic organizer, students were not yet familiar. For this reason, it is difficult to grasp whether or not students understood the skill being taught and whether or not students were able to make the content knowledge flexible. This still requires more practice and evidence.

Overall, all my students were engaged in this activity because they were pulled by the “hiring” and “firing” of these historical figures. My students were intrigued by the interaction between the people and by the overall cause and effect of the actions taken by the four key governors. For this reason, the study of social studies is necessary in a NYC public school classroom because students are immediately drawn to the study of people and society. I found that my students were able to make personal connections and to apply their experiences and their family history to the knowledge.

Hypothesis and Questions

- Many students were engaged because they were invested in learning about the lives of these governors.

- Students were engaged because content was modified and vocabulary was reviewed. In Social Studies, academic content vocabulary needs to be previewed and reviewed before students work independently.
- Students made use of the graphic organizer and understood its structure but did not quite understand what “asking questions” and “making connections” was exactly.
- SWDs were engaged because the article was accessible and they were given visuals to interpret the vocabulary. ELLs also benefitted from the modifications.
- The discussion about the vocabulary words also helped students make connections between the content and prior knowledge.
- What other assessments can I give my students to assure that they have learned and understood the vocabulary besides oral recounting?

Next Steps

- It would be beneficial for students to have 2 separate articles that discuss the four governors who to have the class activity cover two classroom periods instead of one classroom period.
- It would be beneficial to teach into more strategies to make connections and ask questions.
- It would be beneficial to make connections between “then and now” leadership.
- It would be beneficial to include the information learned about the four governors in a modified timeline with visuals.

VI. Lesson C: Description and Modifications

Detailed description of Lesson C

Lesson C is focuses on the daily life of colonists in New Amsterdam. This particular lesson's focus is on schools of New Amsterdam. Students will explore what schools were like and what New Amsterdam children learned during the early 1600s. After studying the governors of New Amsterdam, students will dive into the daily life of the settlers in New Amsterdam. Students will be able to compare and contrast present day schools with schools in New Amsterdam. In making text-to-self connections students will be able to apply the universal ideas to across time periods and disciplines as well. The goal of lesson C is to guide students in understanding history from the perspective of the people who lived during the time period. In this case, students will be able to identify with the children.

At this point in the Curriculum Unit Map, students should understand that the Dutch West India Company created a settlement and named it New Netherland with the center being New Amsterdam. Students should understand the Dutch West India Company's need and want for a profit led to many changes in the colony such as the transition of power in leadership. In addition, students should know the reasons why the Dutch West India Company changed governors so frequently during the course of their colonization.

According to the Common Core State Standards for reading of informational texts, 4h grade students should do the following:

- **RI.4.1.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2.** Determine the main idea of a text and explain how it is supported by

key details; summarize the text.

- **RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

The linguistic demands placed on current 4th grade students, compels me to raise the reading and writing expectations for all my students. As a teacher, it is important that I guide students to examine details as they read while encouraging them to make connections and explain the information acquired to demonstrate deep understanding. In Lesson C, I was able to take the CCSS and use them to determine the activities that would help my students meet the social studies content goal that is required of 4th graders. Overall, in order for my students to meet the CCSS and the content goal for Lesson C, I planned activities that required my students to read, write and discuss their ideas. The three activities for Lesson C meet the standards and the content goal objective. However, there is some evidence of student assessment of understanding and flexibility with the knowledge.

Below is the social studies curriculum map created for the “Three Worlds Meet” unit. Highlighted in yellow is goal #12 for Lesson C.

Social Studies Curriculum Unit Map

4th grade

<u>1</u> Introduction of Unit -finding an alternate route to the cafeteria.	<u>2</u> Introduce exploration. Reasons for European exploration of the Western Hemisphere. -Christopher Columbus -Faster route to China	<u>3</u> The reasons why Henry Hudson explored and who sent him -Sent by the Dutch -Finding a better route to China	<u>4</u> Henry Hudson and his 4 voyages	<u>5</u> 12 years after Hudson...Introduce Dutch West India Company (its establishment) and their wants How Henry Hudson opened the way for the Dutch
<u>6</u> New Netherland is established and reasons why Dutch settled	<u>7</u> Role-Playing of fair/unfair (teacher takes something valuable from someone else)	<u>8</u> Purchase of Mannahatta (apply role playing) -Why did Peter Minuet “buy” Mannahatta? (needs and wants-- economic) -New Amsterdam is established.	<u>9</u> Profile of Lenape - How their lives changed (cause and effect). What happens when diverse groups of people meet? -struggle for power/control	<u>10</u> Growth of New Amsterdam -How did the Dutch develop the land?
<u>11</u> Peter Stuyvesant • who he was and why he was selected by the Dutch West India Company	<u>12</u> Daily Life in New Amsterdam • Schools • Food • Shelter • Jobs	<u>13</u> Changes to New Amsterdam Fire department, etc...	<u>14</u> Stuyvesant’s relationship with the people 5. The Jews 6. The Quaker	<u>15</u> Did Stuyvesant have a positive or negative effect on the city of New Amsterdam? 5. debate 6. persuasiv

			s The slaves Slavery in New Amsterdam with Dutch West India Company	e writing
16 Why were the British in New Amsterdam? -The British citizens wanted to escape war and religious persecution -The British had possession of parts of the same area/land	17 Why were there conflicts between the Dutch and the British in New Amsterdam -Three Anglo-Dutch Wars -The British wanted the land and so Charles II annexed New Netherland as a British province and it became New York.	18 Why did the Dutch and Peter Stuyvesant give up New Amsterdam? -Was this right/fair?	19 What were the differences between Dutch and British Rule? How did the area of New Amsterdam change? -More trade and so the British made more of a profit -More structure and organization of the city -slaves now had no freedom	20 At whose expense did the British thrive? Dutch Slaves Natives (Although New York grew and prospered many slaves and natives had no freedom).

Layout of Lesson C

Lesson C is particularly necessary because students need to make connections between how and why people lived a particular way and also the need and wants of the people. Students are also expected to make comparisons between the daily life of settlers then and daily life for New Yorkers now. Even though much focus is placed on the political and economic factors of the time period, students also need to understand how people lived, what their daily lives looked like so that they can begin to form an understanding of their perspective. The article the students will read for this lesson's goal is one that examines what schools were like in New Amsterdam. The article covers the daily life of school children in New Amsterdam. Students will learn about the tools children used, daily school activities, and discipline.

I expect that the students will find this article highly engaging and interesting especially with the visuals. I expect ALL students to read and take notes on new facts or interesting information that they come across. I also expect for students to compare and contrast schools of New Amsterdam with schools of New York City today.

Goal of Lesson C: Students will examine daily life in New Amsterdam. Students will examine schools in New Amsterdam. Students will learn about the daily activities of students and the tools used for school and the rules and punishments imposed on students. Students will also compare and contrast the schools of New Amsterdam to the schools of present day.

One of the main purposes' of this article is to give students insight into the daily lives of Dutch Colonists especially the daily lives of children. Students will be able to connect deeply with the content because they themselves are children. In addition, the modified article is written in narrative form allowing students to read and compare and contrast between then and now. Students will also write in the perspective of a Dutch

boy or girl going through school. The purpose of this activity is for students to begin to place themselves in the perspective of a historical figure allowing them to conceptualize the time period and the overall experience.

I expect that all my students will be excited and intrigued by the disciplinary measures of the 1600s. I expect that all students in my class, regardless of ability, will be able to relate and connect with the content. I expect that my higher-level students will be able to make connections between then and now and also have the perspective of a Dutch boy or girl. I expect that my SWDs and my ELLs may have difficulties with writing the journal entry and incorporating facts from the article in a journal entry where they have to embody the life of a Dutch child who lived in New Amsterdam.

Purpose of Lesson C: The purpose of lesson is to provide students with an overview of daily life in New Amsterdam. This information will help students when they are asked to write a journal entry in the perspective of a Dutch boy or girl. In order for students to be flexible with the knowledge, the focus of the lesson would be to have the students compare and contrast schools in New Amsterdam to schools of present day.

The resources in this lesson include an article titled “Schools in New Amsterdam” that has been created to include information about the schools in New Amsterdam. In addition, I have modified this article for my SWDs and ELLs with a particular focus on organization and language structure. The graphic organizer allows students to select information about schools in New Amsterdam from the text and then compare and contrast the information to what they already know about schools today in 2012.

Materials/Resources:

- Article - “School in New Amsterdam”
- Graphic Organizer with Chart asking students to compare “Then and Now” and guiding question for Journal Entry
- Students will be presented with visual models of academic vocabulary:
 - apprentice

- idle
- flint
- cupboard
- hornbook
- dame school

The assessment portion of this lesson will allow me, as a teacher, to informally assess if my students understand the activities and whether or not they are able to employ the modifications and strategies taught.

Assessment:

Assessment:

- Students will discuss the vocabulary terms “apprentice, idle, flint.”
- Students will read the article “School in New Amsterdam” and take notes on interesting facts in their social studies notebooks.
- Students will complete the graphic organizer and compare and contrast schools in New Amsterdam with schools today in New York City.
- Students will also take the facts that they have learned and write a journal entry in the perspective of a Dutch boy or girl going to school.

Modifications for Lesson C

Lesson C also required students to read and write as well as preview and interpret vocabulary. In order for students to develop strategies for higher-level thinking skills, it is necessary to scaffold and modify the content.

Modifications of Concepts

Figures 3.1 demonstrate a modified article with visuals, subheadings, bold words, and labels. In order for students to grasp the content students needed to have access to a particular article where they could find the majority of the information for Schools of New Amsterdam. For this reason, it was necessary to create a text that students could manage structurally as well as receive the necessary content knowledge to meet the goals and standards of the lesson. The text in figures 3.1 title “Schools in New Amsterdam” describe in age appropriate language details of what school was look for children in Dutch New Amsterdam. The text is engaging because it is written to elicit the reader’s reactions and responses.

This modification is necessary because the students need help bridging the bigger universal ideas of schooling in the 1600s and schooling in present day New York City. Students need the subheadings to help them organize their note taking as well as help them determine the main idea of the section. The bold words help highlight the vocabulary that would be previewed in the lesson. In addition, the visuals/pictures with the labels help students create an image that would help them content the text with a visual. This is particularly helpful ALL students in particular ELLs and SWDs. **Below in figures 3.1 you will find the modified text.**

Name _____

Date _____

SCHOOL IN NEW AMSTERDAM

DID CHILDREN GO TO SCHOOL?

Some did. Some didn't.

The first school that boys and girls went to in colonial days was called a **Dame School**. The teacher was a woman, and the children came to her house. In **Dame School**, children learned how to read and write.

Going to school was not required by law in New Amsterdam. Many young people got their education at home, or by being an **apprentice**. It was up to the parents to decide if their children would go to school. Sometimes parents kept their kids out of school because they needed them to work at home.

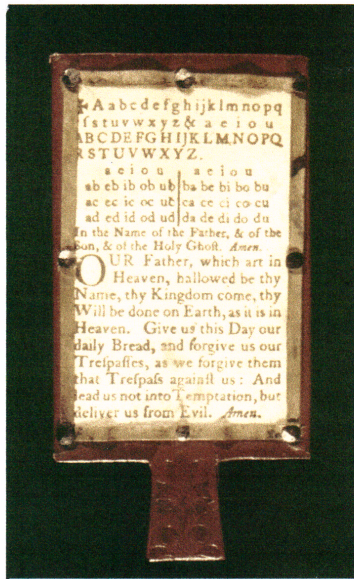
DID THEY HAVE SCHOOLBOOKS?

Children in school used a special kind of book called a **hornbook**. It was not a real book with pages to turn. It was a piece of wood with a printed page on each side of it.

The **hornbook** got its name from the thin sheet of an animal's horn that covered the page. You could see right through the horn.

It was a tool to help the students memorize the alphabet and their prayers.

As soon as the children learned to read and write everything that was on the hornbook, they were finished with Dame School.



Hornbook



Dame School

Dame Schools were usually taught by women and were often located in the home of the teacher. They provided their students with a good foundation in the basics.

After Dame School, kids went to another school to learn more. Boys and girls all went to

Figure 3.1-Modified Text Created by Teacher with Student Writing (pgs.1-3)

WHAT WERE SCHOOLS LIKE?

The law did not say that schools had to be comfortable. And most of them weren't. There were hard benches to sit on.

The school only had one room, which was freezing cold in the winter.

The only heat came from the fireplace. Students had to bring firewood for the fire. If they forgot, they had to sit far away from the fire in the coldest part of the room.



The family of every student who went to school had to pay the schoolmaster. Often the schoolmaster was not paid with money. He would be paid in corn or other food, or even animal skins. Children from poor families could not afford school.

Sometimes the schoolmaster had more food than he could eat. Once a schoolmaster had too much corn so he made a boy stand near an open window. When the boy saw someone walking by, he tried to trade the extra corn for something the schoolmaster could use!

Children of all ages were taught in the same room. There were no blackboards and no maps in colonial schools. There were no pencils either. Students wrote with a lump of lead, or they wrote with a goose-quill pen dipped in homemade ink.

Paper was hard to get and cost a lot. Most students wrote on birch bark. They could always get more in the woods. All they had to do was peel the bark off of the birch tree.



Quill pen and inkwell



Peeling the bark off of a birch tree can harm the tree, but in colonial days, it was an inexpensive way to have something to write on.

Figure 3.1-Modified Text Created by Teacher with Student Writing (pgs.1-3)

WHAT HAPPENED IF YOU DIDN'T BEHAVE IN SCHOOL?

Almost every schoolmaster in colonial days kept a birch branch handy. Almost every schoolmaster used it to whip students who didn't behave.

They used other punishments too.

If you didn't know your lessons, you were called a "dunce". You had to sit on the dunce stool and wear a dunce cap. Sometime you had to wear leather eyeglass frames.

If you whispered to a friend, you had to wear wooden "whispering sticks" in your mouth.

If you didn't pay attention to your schoolmaster, you had to wear a card around your neck that said "Idle Boy".

If you were caught biting your nails, you had to wear a card that said "Bitefinger Baby".

Some punishments hurt children's feelings and made them feel foolish. Some punishments just hurt.

A very cruel schoolmaster might tell a boy to bring him a small branch from a tree. The schoolmaster cut a slit in one end of the branch. The boy who didn't behave had to wear the branch on his nose for an hour or more.

School in New Amsterdam was a place to learn - not a place to misbehave. It is said that there were rules about how the students had to sit down, stand up, bow, nod, not to shuffle their feet, not to blow their noses too loudly, and even how to scratch themselves.



This boy didn't study his lessons. What a dunce!

Figure 3.1-Modified Text Created by Teacher with Student Writing (pgs.1-3)

Modifications of Academic Language

The words selected for lesson all are embedded in the modified article (Figure 3.1). The words are domain specific words and are associated with the historical time period. Since most of the words are nouns, creating a visual allows for students to interpret the meaning of the word in context. Unlike the modified article in Lesson B, this article includes various visuals and labels that help students with understanding of the content. The article topic is also more accessible than the article topic in Lesson B. All students in a classroom can relate to school procedures, rules, and structures.

This modification of vocabulary is necessary because the majority of the students in the classroom may have difficulties deriving the meaning of the terms from the context. The terms “idle, flint, apprentice” are terms utilized in various contexts and so students could utilize them across disciplines. In addition, the students need to build some background knowledge of the terminology before reading the article in the lesson. Offering students a visual will prepare them for what is to come in the article. This way they can begin to feel success before starting to read. Also, students will begin to make connections and associations with the terms before beginning to read the article. **Below in figure 3.2 you will find the vocabulary words/phrases and their visuals.**

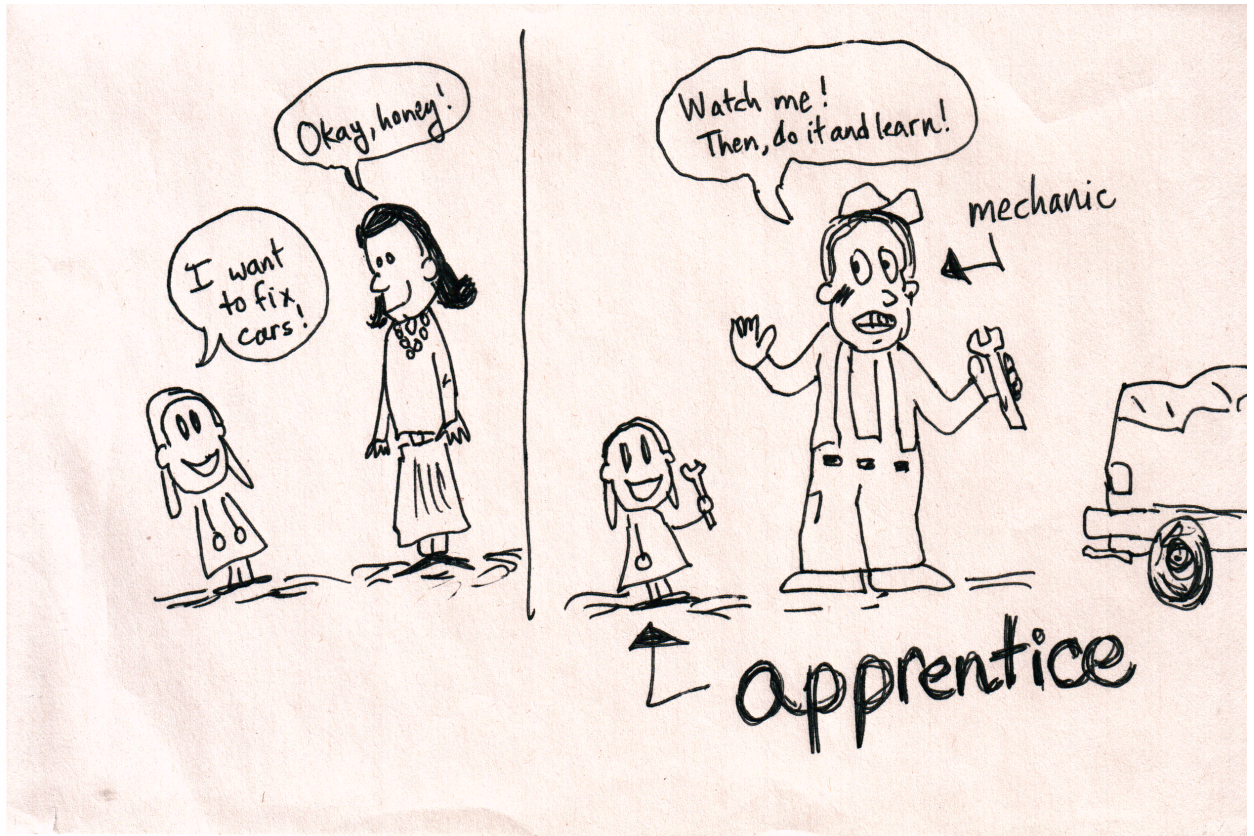


Figure 3.2a-Visual for the term “apprentice”



Figure 3.2b-Visual for the term “idle”

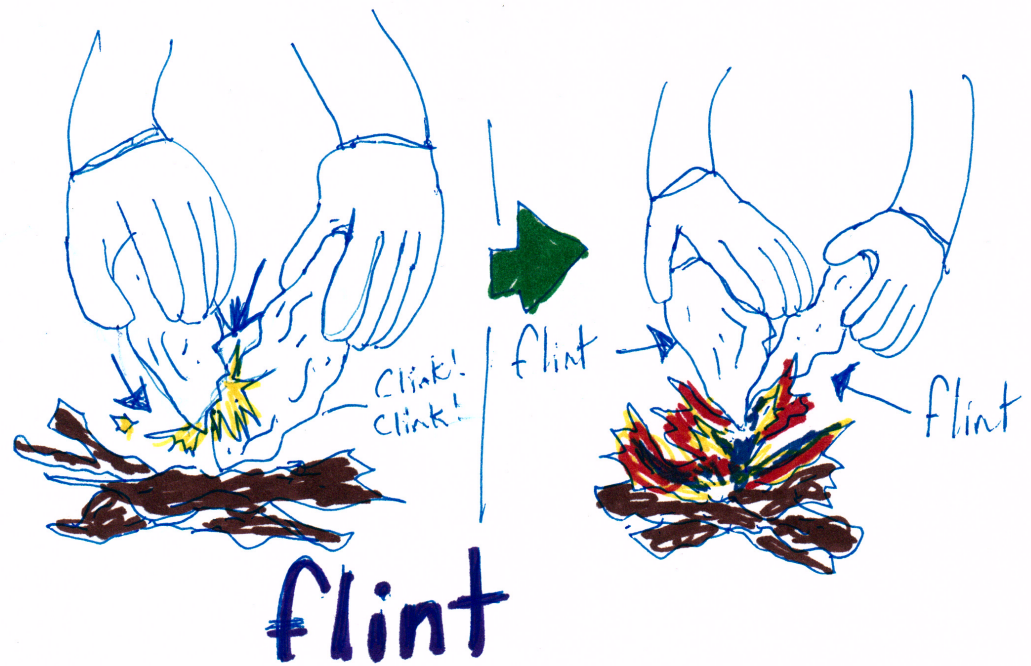


Figure 3.2c-Visual for the term “flint”

Modifications of materials, environment, and demands for SWDs

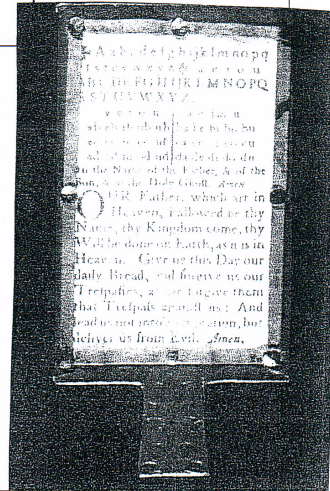
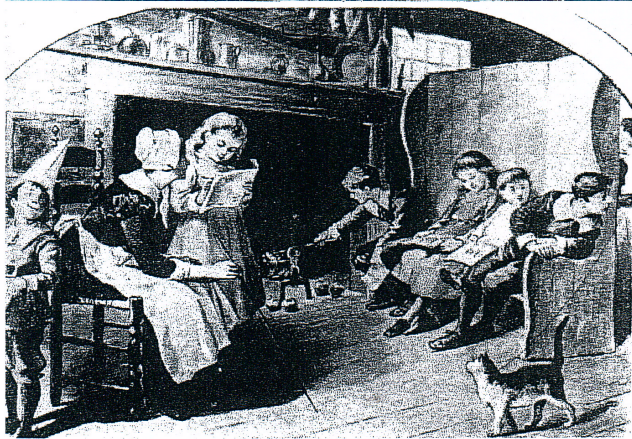
Since Lesson C requires students to read an informational article and take notes, students will be provided with a graphic organizer that will allow students to compare schools from the 1600s to schools from 2012. Similar to Lesson B, students will take notes on interesting and important facts in their social studies notebooks. There wasn't a specific note taking strategy taught. The focus of the lesson is to help students the higher-level thinking skill of comparing and contrasting. In order to help students make comparisons, students were asked to utilize a graphic organizer.

In addition to the graphic organizer, included below in figure 3.3a another modified version of the article titled "Schools in New Amsterdam." This version of the article was for students who particular have a language deficiency. This is extremely important modification because SWDs need to have content taught in a more structured way. **Below in figures 3.3 are examples of students' notes and use of graphic organizers from three different types of students.**

SCHOOL IN NEW AMSTERDAM

DID CHILDREN GO TO SCHOOL?

Some children went to school. Some children didn't go to school. In New Amsterdam, the law did not say that children had to go to school. Many children got their education at home, or by being an **apprentice** [uh-PREN-tis]. It was up to parents to decide if their children would go to school. Sometimes parents kept their kids out of school because they needed them to work at home.



DID THEY HAVE SCHOOLBOOKS?

Hornbook

The first school that boys and girls went to in colonial days was called **Dame School**. The teacher was a woman, or **dame**. The children came to her house. In Dame School, children learned to read and write. Children in school used a special kind of book called a hornbook. A hornbook was really just a piece of wood with a printed page on each side of it. It was used to help students memorize the alphabet and their prayers. The hornbook got its name from the thin sheet of an animal's horn that covered the page. As soon as the children learned to read and write everything on the hornbook, they were finished with Dame School. After Dame School, boys and girls went on to another school to learn more.

Dame School

Dame Schools were usually taught by women and were often located in the home of the teacher. They provided their students with a good foundation in the basics.

Figure 3.3a-Modified article for SWDs with language disabilities

This modified article was created to fit the needs of the students with language-based learning disabilities. The article included additional structures such as bolded words and simplified language to help students obtain the content.

Name: Benelly PeraltaDate: 10/10/10MY SCHOOL DAY IN NEW AMSTERDAM*What do you think the school day for someone your age would be like?*

- Imagine you are a Dutch Colonial boy or girl.
- Write a journal entry describing what happened in school today.

Dear Journal,

Today at school when me and Nancey were sitting next to each other. We were listening to Henry read the morning prayer. He was wearing weird clothes so I went over to Nancey. I whispered "Do you see Henry's shirt", Mrs. Bently had to see. She made me were whispering sticks in my mouth all day. When I took them out my whole mouth was sour. Today we had to read for 1 hour and Nancey and Sammy were sitting next to each other then. They were passing notes that both had to wear a stick in there nose, So glad was not me.

Figure 3.3b-Journal Entry from SWD

Name: _____

Date: _____

MY SCHOOL DAY IN NEW AMSTERDAM*What do you think the school day for someone your age would be like?*

- Imagine you are a Dutch Colonial boy or girl.
- Write a journal entry describing what happened in school today.

Last night, mama, papa and I went to the fores to collect berry and nuts. We came back late, and tired, so in the morning, I over slept. Ms. Sniger whipped me hard on my rear end and now I have a rash there. Some girls that were whispering had to get talking sticks thrown in their mouths. But the best thing that happened today, is that my grades were all good. My history, English, Math and Science were all 100%. I show it to mama and papa and they told me that we can go to the place rich people go to eat. That is expensive! However, that's not all that happened in class today, Sasha yelled out, Sofia likes Marshal over and over out loud to the class and I told Ms. Sniger that it was a lie which really isn't a lie but Sofia had to stay behind after class was dismissed and had to balance a stick on her nose for an hour. I saw it. I was delighted. I have to go

Figure 3.3c-Journal Entry from General Education Heritage Speaker

Name: _____

Date: _____

SCHOOL THEN AND NOW: HOW THINGS HAVE CHANGED!*Describe and explain 5 ways schools were different in New Amsterdam from today.**Use the chart below. Remember to write in complete sentences.***Sentence starters:**

*In New Amsterdam schools were different because...

*Schools are different now because... *Another way schools were different is...

Schools in New Amsterdam	Schools Today
In New Amsterdam schools were different because they were in haves.	Schools today are taken place in public buildings.
They did not have real books for children.	There are plenty of books for children.
Kids only needed to read to graduate.	Nowadays children have to study arithmetic.
They did not have pencils.	Now we have too many.
You would get whipped if you misbehaved.	Nowadays whipping children is not an option.

Figure 3.3d-Graphic Organizer to help students organize their ideas.

Reflection

What actually took place?

I began this lesson previewing the vocabulary in Figures 3.2. Students were exposed to the words before beginning to read the article titled “Schools in New Amsterdam.” We first looked at the word “apprentice” and observed the scenario. One student raised his hand and said “an apprentice is someone who wants to learn from someone else’ it’s like Ms. L.” The student referred to Ms. L because she was the student teacher at the time. I nodded in an agreement. The phrase in the vocabulary scenario, “Watch me! Then do it and learn!” helped the students understand the concept of apprentice. Afterward we reviewed the term “idle” which was a new term for all the students in the classroom. The students were helped by the juxtaposition of both scenarios. One student is a “hard worker” and the other student seems to be “sleeping.” Many students participated and one student with an IEP laughed and stated “he’s lazy. That’s what idle means.” From the images, the student was able to derive the meaning. The last word previewed was “flint” and the students were able to gauge from the image that flint was related to fire. Since Lesson A and B vocabulary words were reviewed in this manner, students were accustomed to interpreting the images and discussing the meaning of the words. Often times, the students were really engaged and readily participated.

After students were exposed to the vocabulary words, I previewed the article titled “Schools in New Amsterdam” with my students. I also showed them the graphic organizer (figure 3. 3d) they were to fill out after taking notes in their notebooks. Students were excited to begin reading the article because it was a topic that they all had prior knowledge of—schools. All general education students were given the original

modified articles while some SWDs were handed the second modified article as shown in figure 3.3a. All students were engaged and made comments about what they were reading. For example, one student with an IEP stated, “Ms. P kids only needed to learn a prayer and the alphabet in school.” Another student made a connection with the prayer on the hornbook. This SWD was able to recite the prayer because he recites this same prayer at home. This lesson was very successful because the articles were highly modified and structured with images, subheadings and labels. The article was just the right length for the information covered. However, it was too much reading for one classroom period. After the students read one page, I decided to have the students do some of the work for homework. Overall, what I noticed about this activity and the activities in Lesson A and B, the amount of time needed to ensure coverage and understanding was twice as long as I planned. I realize that in order to teach social studies content time has to be allotted for previewing of vocabulary and reading and note taking.

After the students took notes on the 3 pages they were able to utilize the graphic organizer to compare and contrast. For example, in Figure 3.3d, this general education student was able to compare and contrast the two time periods. The student was also able to employ the sentence starters to help him make the comparison. For example, the student wrote, “In New Amsterdam schools were different because they were in homes” and “Schools today are taken place in public buildings.” The student was able to make the connection about the knowledge he learned and how it was connected to today. Overall. The graphic organizer seemed simplistic. Unlike the other graphic organizers,

this graphic organizer included sentence frames that helped many of the SWDs. Overall, students were able to take notes and fill in graphic organizer with facility.

The last activity for Lesson C was to have students gain some perspective of the day in the life of a colonial boy or girl in school. The intention was to have students gain perspective. As visible in Figure 3.3b, a SWD describes the activity of reading and the punishment received by the students who misbehaved. Most of the students were highly interested in the types of punishment received by students who did not listen and obey their teacher. Perhaps my students were intrigued by the severity of the punishments as compared to today. The general education student represented in Figure 3.3c only focused on the punishments the children in the class received. It seems to me that my students enjoyed reading about the similarities and the extreme differences of the time. At the end of the lesson, one student stated, “we have a good school, right?” Perhaps he was shocked by the consequences the children would receive and the little instruction.

In conclusion, my students were engaged and interested in learning about schools in New Amsterdam. The articles were appropriately and met the needs of all my students. The graphic organizer was also useful and I would utilize again to help students obtain the skill of comparing and contrasting. The journal entry task seemed to be a separate objective from the reading and note taking task and the comparing task. I think that the students would receive more if I would separate this lesson into three distinct parts: (1) vocabulary building, (2) strategies for note taking, (3) comparing and contrasting of time periods, and (4) perspective.

Hypothesis and Questions

- Many students were engaged because they were invested in learning about the schools of New Amsterdam. The topic was of high interest. For this reason, it is important to have students learn historical facts in a way that intrigues them.
- Students were engaged because content was modified and vocabulary was previewed. Students were also able to complete the activities because language was scaffolded with the use of sentence prompts.
- Students made use of the graphic organizer and were able to make relevant comparisons.
- SWDs were engaged because the article was accessible and they were given visuals to interpret the vocabulary. ELLs also benefitted from the modifications and the additional modified article (Figure 3.3a).
- The discussion about the vocabulary words also helped students make connections between the content and prior knowledge.

Next Steps

- It would be beneficial to preview the vocabulary the day before and to begin the discussion of the article on Day 2. This lesson should be done in 3 parts.
- It would be beneficial if students acted out their characters and shared their journal entry.

Conclusion

First, implementing the three social studies lessons in my classroom and modifying the lessons to insure that all my students had access to the content and the language, taught me the importance of knowing the content and being flexible with it. Second, once I become an expert on the content, I can highlight the important domain specific vocabulary terms for students will need to possess to be successful. Third, I must understand the necessary higher level thinking skills my students need to achieve the new Common Core Standards. In essence, knowing the vocabulary allowed my students to make connections, determine importance, explain and compare and contrast. For this reason, teaching social studies content is deeply linked to fully incorporating the new English Language Arts Common Core Standards in my planning. In addition, in order to assess my students' level of understanding of social studies content, they must be able to listen, speak, read and write about the content. Once I have established the above three, I can begin to modify for the specific needs of SWDs and ELLs.

Building background knowledge is the first step in insuring that all my students meet the goals of the lesson. I learned through this investigation that in order to build background knowledge, I must first preview the vocabulary and help students make connections with the terms and phrases found in the overall unit. Students can build conceptual understanding of vocabulary words/phrases through oral discussions about each word's visual representation. Students are tied to their senses; giving students a visual will allow them to utilize a tool they have access to. I found that previewing the vocabulary before the reading activities in Lessons A-C was fundamental in the success and engagement of all my students.

Carefully selected texts and teacher-modified texts were also important in each of the lessons. In particular, the teacher-modified texts were helpful for SWDs and ELLs because they allowed me, the teacher, to preselect and highlight the language in the text that the students may have difficulties with. In this way, I was able to embed a definition in the modified text and/or intentionally bold the word/phrase to give students an additional scaffold in identifying the word/phrase as valuable and necessary for the topic being read about. The teacher-modified texts also include visuals with labels that helped my students visualize the content that they were reading. I realized that in order for all learners to be successful I must make such modifications present in all lessons and for all students. This is extremely important because it creates a routine and a systematic structure that enables my higher-level students to choose whether or not to use it and the SWDs access to the content.

The incorporation of graphic organizers is extremely helpful for students to plan out their thinking. The graphic organizers offer my SWDs an organized structure to help them sift out the important ideas and concepts. For my ELLs, the graphic organizers are key because they are less language heavy. ELLs who utilize graphic organizers do not need to focus on language rather on writing the main ideas of the topic. Although most of my students were able to utilize the graphic organizer and transfer over their thoughts to their writing, many students still struggled. This is an area of focus for another investigation—making sure students understand how to transfer information from a graphic organizer to their writing.

The experience of implementing these three lessons and modifying allowed me to create a framework that I could apply to other lessons and other disciplines. The following framework is what I found the most successful in these three lessons:

- 1) The teacher needs to have flexible understanding of content.
- 2) The teacher needs to know and understand the Common Core ELA Standards and how they may apply to the teaching of social studies content.
- 3) The teacher needs to preselect and pre-teach important domain specific vocabulary words/phrases.
- 4) The teacher needs to needs to incorporate visuals in the teaching of all vocabulary.
- 5) The teacher needs to select age appropriate and language accessible texts as well as create teacher-modified texts with visuals and headings.
- 6) The teacher needs to use graphic organizers to help scaffold higher-level thinking skills.

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